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ABSTRACT

This volume contains abstracts of the evaluation reports of projects funded under Title I ESEA during the 1975-76 school year. It is intended to provide the reader with a brief but comprehensive overview of the degree to which project goals were attained. Each abstract contains current management information, as well as information on observed activities, attainment of objectives, and impact. Title I projects evaluated here include Affective Education, Benchmark, Bilingual Education, Comprehensive Reading Projects, Computer Managed Instruction, Counseling Services, Creative Dramatics, Education in World Affairs, English As A Second Language--Readiness, English to Speakers of Other Languages, Follow Through, Institutions for Neglected and Delinquent Children, Learning Centers, Meet the Artist, Media Center, Motivation, Out of School Sequenced Science Experiences, School--Community Coordinator, Speech and Hearing, Summer Special Education, Walnut Center, and Young Audiences Intensity Program. (MV)

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EVALUATION RESOURCE SERVICES

EVALUATION OF TITLE I

ESEA PROJECTS

1975-1976

Abstracts

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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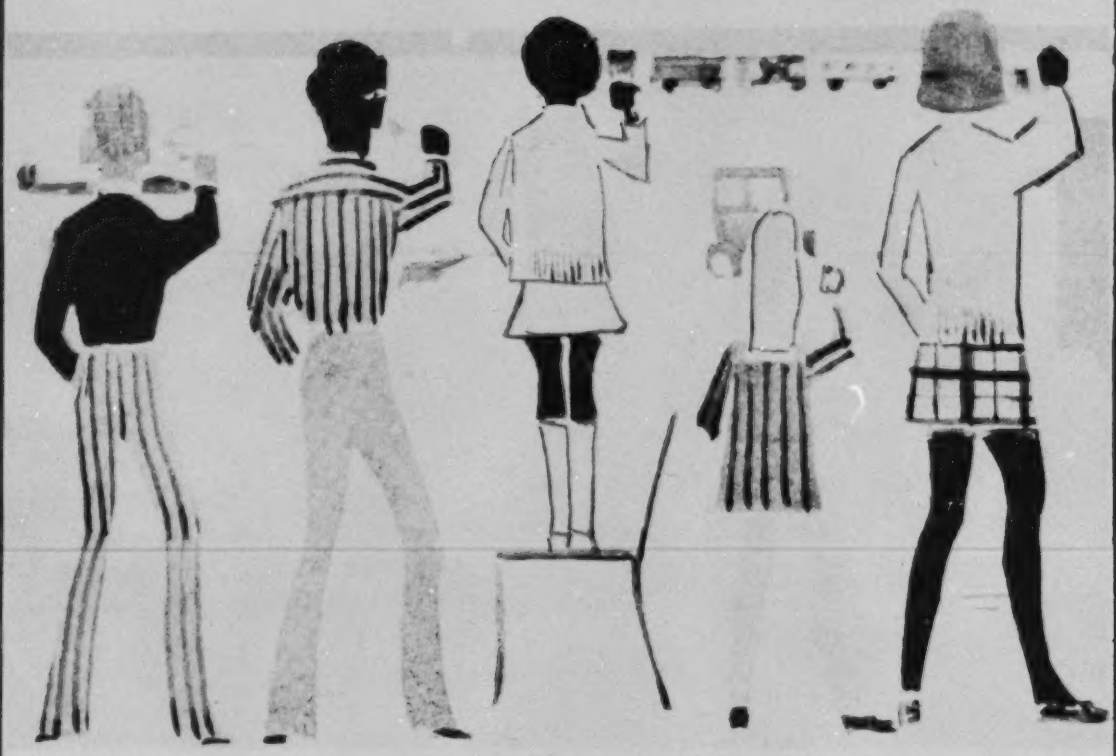

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OFFICE OF RESEARCH AND EVALUATION
THE SCHOOL DISTRICT OF PHILADELPHIA

Report #7704

EVALUATION OF TITLE I ESEA PROJECTS, 1975-1976: Abstracts

Abstracts based on annual technical reports (Report #7705) issued by the Department of Federal Evaluation Resource Services, evaluating projects funded under Title I of the federal Elementary and Secondary Education Act.

August 1976

Office of Research and Evaluation

THE SCHOOL DISTRICT OF PHILADELPHIA

Philadelphia, Pennsylvania 19103

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This report was prepared by the Department of Federal Evaluation Resource Services. Assistance in evaluation design, instrument development, data analysis, and editorial matters was provided by the Division of Instructional Research and Development Services, Dr. Edward K. Brown, Director. Members of the project-evaluation teams are named in the respective project reports. In most cases, projects were assigned to teams under the leadership of research associates; in every case, the team leader is named first. If major responsibility within a team was assigned to an individual, that person's name is marked with an asterisk (*).

Projects included in this report were funded under ESEA Title I and administered through the School District's Office of Federal Programs. USOE Grants #48-6270-51-500-01 (primary funding), #48-B-5525-51-500-01, and #48-C-5497-51-500-01.

PREFACE

This volume contains abstracts of the evaluation reports of projects funded under Title I ESEA during the 1975-1976 school year. It is intended to provide the reader with a brief but comprehensive overview of the degree to which project goals were attained.

Although technical language cannot be completely avoided in a volume such as this one, an effort has been made to minimize this problem by frequent revisions in which nontechnical terms were substituted. For the more technically oriented reader, a companion volume containing the complete technical reports of project evaluations is available from the Office of Research and Evaluation.

In reports contained in this volume, the topical/textual sequence is the same: (a) current management information, (b) observed activities, (c) attainment of objectives, and (d) impact. The purpose of this procedure is to permit the reader to review the collected reports of diverse projects without having to shift gears radically in proceeding from one report to another.

It is hoped that this report can help each person with project or management responsibilities to see the degree to which his efforts are having an impact on, or merging into, the broad objectives of the School District.

Stephen H. Davidoff

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*Separate technical reports on Alternative Programs and on each of the District Reading Projects are issued annually by the Office of Research and Evaluation's Department of Priority Operations Evaluation Services. Although these projects are not treated in the Title I Technical Reports, they are included in the briefer volume of Title I Abstracts.

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AFFECTIVE EDUCATION

Abstract

ADMINISTRATOR:	Norman Newberg
HEADQUARTERS:	Room 323, 21st Street and Parkway
TELEPHONE:	299-7776
PBRS CODE:	611-04-611
OPERATING YEARS:	1968-1976
GRADES SERVED:	K-12
NO. OF PUPILS:	15,840
NO. OF SCHOOLS:	42
NO. OF EMPLOYEES:	Professional 10, Paraprofessional 1, Clerical 1
CURRENT BUDGET:	Regular $216,000, Summer $16,000, Total $232,000
SERVICE PROVIDED:	Project provides resource services to affective teachers and others serving Title I students, maintains a resource-materials center, develops and disseminates affective curricula, implements a communications network for training in the teaching of basic skills, and sponsors the training for and implementation of two schools for all ages.
EVALUATION TEAM:	William E. Loue III, Judith Green Leibovitz, Lisbeth R. Sklar

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OBSERVED ACTIVITIES

The Affective Education project (AEP) was fully implemented according to its intended mode of operation. Its services emanated from three major divisions: Resource Services, Communications Network, and the School for All Ages.

The Resource Services division sponsored general training and information sharing to assist educators in their efforts to improve students' motivation for learning and to facilitate students' acquisition of basic skills. Despite the November freeze on the expenditure of Title I funds for materials and the loss of a library instructional materials assistant, the division conducted workshops for 2,746 teachers (562 attending more than one workshop), 638 parents (368 attending more than one workshop), 300 classroom aides, 105 students, and 72 administrators. Direct services were provided to 50 Title I schools.

The Communications Network (CN) division worked with teachers to create the conditions in the classroom and in the home that allow children to develop histories of success in learning, positive associations with reading, writing, listening, and speaking, and thought patterns and habits that support reading achievement. During the current school year this division conducted approximately 70 hours of workshops and intensive classroom follow-up for each of two groups of 30 Title I teachers. Each month throughout the school year, each group convened for one

whole-day workshop and for one after-school meeting. In March 1976, the Communications Network was awarded validation by the Pennsylvania Diffusion Panel as "an exemplary program which has evidence of effectiveness and which is recommended to others for adoption or adaptation."

The School for All Ages (SFAA) division sponsored two special schools within the Philadelphia school system. The schools promoted three goals: age integration, development of cooperative learning settings, and appropriate uses of the cooperative, competitive, individualistic, and dependent styles of learning. This division conducted continuous staff development for the faculty of each school. Approximately 60 hours were provided during the summer dealing with topics such as the adult program, scheduling and grouping problems, interdependence, affective techniques, and boundary setting. Approximately 30 hours were provided during the school year covering such topics as cooperation versus competition, the adult program, family-group activities, and the four basic learning modes.

ATTAINMENT OF OBJECTIVES

Objective 1: Seventy-five percent of the teachers participating for the first year in the communications network (CN) training program will implement, in their classrooms, one CN project approach to reading and/or writing for a minimum of six weeks during the five-month period January through May, 1976. Verification of the attainment of this objective will be accomplished by (a) on-site monitoring by the evaluator and/or (b) submission of a report by June 1, 1976, by each participating teacher which includes a description of the CN project offered, the schedule, the project lesson plans, and completed Student Feedback Summary forms.

This objective was attained. Of the 31 teachers participating for the first year in the CN training program, 30 implemented in their classrooms one CN project approach to reading and/or writing. Fifteen teachers implemented the approach for the 6-week minimum time period, one for 7 weeks, nine for 8 weeks, and five for 10 weeks. Ten teachers implemented Sharing Pages; eight implemented Self-Directed Dramatization for Reading Comprehension, seven implemented Self-Esteem and Communication-Skill Development; two the Expressive Writing and Reading Curriculum; and one each Communication Skills Through Career Education, Cross-Age Tutoring in Reading, and Learning Vocabulary Through Synectics. All 30 teachers submitted reports by June 1, which included a description of the CN project, the schedule, project lesson plans, and completed Student Feedback Summary forms.

Objective 2: On the Gates-MacGinitie Reading Tests, students in Grades 3-6 participating in classrooms taught by teachers who have completed more than 40 hours of first-year CN training and are continuing in second-year CN training

will attain Vocabulary and Comprehension scores which are significantly better ($p<.10$) than those attained by a comparison group in non-CN classrooms in their respective schools.

This objective was attained. The Gates-MacGinitie Reading Tests were administered in May to all students in five CN and five non-CN classrooms. On the Vocabulary subtest, 157 CN students attained a mean standard score of 52.3, and 159 non-CN students had a mean score of 44.9. The difference of 7.4 points was statistically significant beyond the .10 level. On the Comprehension subtest, 159 CN students attained a mean standard score of 46.4, and 148 non-CN students averaged 40.6. The difference of 5.8 points also was significant beyond the .10 level.

Objective 3: On the Reading Persistence Summary, students in Grades 2-4 participating in classrooms taught by teachers who have completed 40 hours of first-year CN training will attain reading-persistence scores which are significantly better ($p<.10$) than those attained by a comparison group in their respective schools.

This objective was attained. Reading-persistence scores indicate the percentage of time during which students persist in reading during a sustained silent reading period. For CN students the mean score was 96.8; for the comparison students, 69.0. The positive difference of 27.8 points was significant beyond the .10 level.

Objective 4: On a picture stimulus test, students in Grades 2-6 participating in classrooms taught by teachers who have completed 40 hours of first-year CN training and are continuing in second-year CN training will score significantly better ($p<.10$) in writing competence or writing willingness than a comparison group of pupils in non-CN classrooms.

This objective was attained. Stories were submitted by 124 CN and 137 comparison students. The average number of words in CN stories was 114.1; in the comparison stories, 99.7. The positive difference of more than 14 words per story was significant beyond the .10 level. Consequently, if was concluded that CN students were more willing to write than comparison students in non-CN classrooms.

An analysis of the writing competence of each pupil was deleted from the evaluation procedures for two reasons: (a) problems related to the definition of writing competence and subsequent categorization of the elements of a story which contribute to a definition of competence, and (b) studies appearing in educational research literature which concluded that the quality of children's writing was highly correlated with the total number of words written. Because it was concluded that the length of a child's story was also an indication of the quality of the story, the objective was considered fully attained.

IMPACT

The project's intended mode of operation was fully implemented. The three divisions of the project conducted extensive training programs throughout the school year for teachers in the School District.

All of the project's objectives were attained. It was found that (a) students in classrooms of teachers trained by AEP achieved significantly higher Vocabulary and Comprehension scores on the Gates-MacGinitie Reading Tests than a comparison group of nonproject students, (b) the same project students exhibited a significantly greater willingness to write and generally wrote more competently than the same comparison group of nonproject students, and (c) project students tended to persist in reading tasks for a significantly greater proportion of time during a sustained silent reading period than nonproject students.

ALTERNATIVE PROGRAMS (ESEA TITLE I COMPONENT)

Abstract

ADMINISTRATOR:	Lorraine Brown
HEADQUARTERS:	Room 208, 21st Street and Parkway
TELEPHONE:	299-7831
PBRS CODE:	611-03(04)-539
OPERATING YEARS:	1972-1976
GRADES SERVED:	7-12
NO. OF PUPILS:	1,270
NO. OF SCHOOLS:	25
NO. OF EMPLOYEES:	Professional 43, Paraprofessional 47, Clerical 3
CURRENT BUDGET:	Regular $901,000, Summer None, Total $901,000
SERVICE PROVIDED:	Students attend special secondary school programs for the entire school day.
EVALUATION TEAM:	Roger J. Fishman, Joseph Wroblewski

OBSERVED ACTIVITIES

Although there were some variations in the extent to which programs were implemented, nearly all of the 25 Alternative Programs sites were operated in accordance with the specifications established in the Title I Application. Discrepancies between the intended and actual modes of operation were reported to the project administrator throughout the year and steps were taken to correct deficiencies.

Twenty-five alternative programs operated during the 1975-1976 school year. Twelve of them were located at sites that were separate from the home school, usually a nearby building. The other programs operated from classrooms within the home-school building. Nearly all the programs involved students who had attendance, behavior, or achievement problems.

During the current school year the evaluators made almost 200 visits to the various programs. Each visit generally included classroom observations and interviews with program staff. Observations revealed that in most programs basic reading and mathematics skills were emphasized. A wide variety of instructional strategies was observed, but the primary techniques were traditional. However, the average student-teacher ratio (21:1) and the average student-adult (i.e., teacher or aide) ratio (13:1) in Title I alternative programs allowed the staff to provide a degree of individualized and small-group instruction above that which is possible in larger, traditional classes.

The Title I alternative programs were characterized by personalized teacher-student and teacher-parent relationships, ongoing informal counseling by teachers,

and a flexibility of interpretation of typical school conduct rules which resulted in a relaxed but not undisciplined learning environment. Eleven of the programs had career components that consisted of classroom presentations, career-development courses, and/or student work experiences in hospitals, schools, and businesses.

ATTAINMENT OF OBJECTIVES

Objective 1: For those programs that designate dropout prevention as a major emphasis, 50% or more of the participating students will be graduated from high school, as measured by the Alternative Programs Student Record form (APSR).

The attainment of this objective could not be determined. The mobility of students made the analysis of dropout data invalid on an annual basis. The creation of a longitudinal file is necessary in order to assess this objective.

Objective 2: To increase student satisfaction with school in those programs where attendance, behavior, and/or teacher-assigned grades are formal objectives, as indicated by (a) an improvement in the attendance of 60% of the students in the programs, (b) an improvement in behavior ratings of 75% of the students in the programs, and (c) a 50% decrease in the number of students in the programs receiving unsatisfactory performance ratings in the major subjects, as measured by the APSR.

This objective was partially attained. Only 9 of the 19 programs that were examined on the attendance criterion met the projected level of 60% improvement. However, 59.1% of the students in these 19 programs had improved attendance, and the median attendance rate was 81%. The fact that fewer than 40% of the programs attained the criterion levels established for improvement in behavior and major subject performance, coupled with the observational information of the evaluators, suggested that the criterion levels as stated in the objective were unrealistically high.

Objective 3: To create positive attitudes toward school, as indicated by a positive mean score on the Alternative Programs Student Questionnaire.

This objective was attained. The Alternative Programs Student Questionnaire was administered to students in the alternative programs during December 1975. This instrument was designed to provide programs with information regarding students' attitudes toward their teachers, their peers, the program, the curriculum and instruction being offered, and the career-development offerings. Twenty-three of the programs had positive mean scores on the instrument and two had scores that would indicate partial success in creating positive student attitudes.

Objective 4: To promote the general satisfaction of teachers with their alternative programs, as indicated by a positive mean response on the Alternative Programs Teacher Questionnaire.

This objective was attained. The Alternative Programs Teacher Questionnaire was administered to teachers in the alternative programs during December 1975. This instrument was designed to provide programs with information regarding teachers' attitudes toward external communication, time and strain, physical support, curriculum and instruction, evaluation, and planning. Twenty-one (84%) of the programs had scores that were representative of an overall positive attitude, and four (16%) had scores that were considered neutral.

Objective 5: To promote the general satisfaction of parents whose children attend alternative programs, as indicated by responses to a telephone survey for a representative sample. Seventy percent of the parents surveyed will report satisfaction with their children's education.

This objective was attained. The telephone survey was conducted during March and April. Nearly 100 responses were obtained from parents in nine of the alternative programs. This was a 20% sample of the parents associated with the nine programs. Within this group of alternative program parents it was found that more than 70% were satisfied with their children's education.

Objective 6: Sixty percent of the participating students will maintain or increase their achievement levels, as indicated by changes in their national percentile ranks on the California Achievement Tests from 1975 to 1976.

This objective was partially attained. Complete data were available in reading for 890 students attending the 25 alternative programs and in mathematics for 260 students in 10 programs. The discrepancies in the numbers of students and programs resulted from Citywide Testing Program procedures which did not provide mathematics testing beyond Grade 8 prior to 1976. Overall, 46% of the students achieved at or above their 1975 national percentile ranks (NPR) in reading, and 68% achieved at this level in mathematics. The 60% criterion was met by 6 of the 25 programs in reading and by 6 of the 10 programs in mathematics.

IMPACT

Alternative Programs provided a variety of unique learning experiences and environments for students who had not previously adjusted to school settings in a satisfactory way. Reduced class size, more personalized adult-student relationships, flexibility of rosters, and instructional techniques designed to be compatible with students' deficiencies were observed at the program sites.

Nearly all programs were implemented as planned, but not all of the project's objectives were attained. The project was most successful in promoting positive attitudes on the part of teachers, students, and parents, and in improving mathematics achievement. There was partial success in improving attendance and behavior, reducing subject-matter failures, and improving reading achievement.

BENCHMARK
Abstract

ADMINISTRATOR:	Edmund J. Forte
HEADQUARTERS:	Room 903, 21st Street and Parkway
TELEPHONE:	299-7819
PBRS CODE:	611-02-507
OPERATING YEARS:	1974-1976
GRADES SERVED:	4-6
NO. OF PUPILS:	1,240
NO. OF SCHOOLS:	31
NO. OF EMPLOYEES:	Professional 35, Paraprofessional 62, Clerical 4
CURRENT BUDGET:	Regular $894,000, Summer $21,000, Total $915,000
SERVICE PROVIDED:	Teachers assisted by aides provide intensive instruction in the basic skills (with emphasis on reading and mathematics) to reduced-size self-contained classes.
EVALUATION TEAM:	Arnold Escourt, Carrolyn Iwamoto, Fleta B. Waters

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OBSERVED ACTIVITIES

During this second year of implementation, the project was fully implemented according to the planned mode of operation. The evaluation team made class visits to observe the educational program. During five-minute intervals of observation, pupils were involved in learning tasks; no disciplinary acts by either teachers or aides were observed. Teachers and aides primarily worked with groups; aides tended to circulate more than teachers.

Approximately 60% of the observed lessons were related to language arts, 19% were related to mathematics, and 20% were mixed lessons in which groups of children were working on reading, mathematics, or other content areas. During most lessons, teachers used a diversity of materials; usually three or more kinds or levels were observed.

The staff-development program was conducted as planned, with two sessions each month (each session attended by half the group). The three field coordinators conducted the staff-development sessions and followed up by visiting the teachers, sharing new information, distributing materials, and responding to needs or problems.

ATTAINMENT OF OBJECTIVES

Objective 1: By the end of the school year, 50% of the pupils with 80% attendance will achieve 90% mastery of the word-recognition skills measured by the Phonics Inventory A & B.

This objective was attained. On the Phonics Inventory A & B (Sight and Sound Inventory), 53% of the pupils with 80% attendance correctly marked at least 90% of the items. Sixth graders attained the highest percentage of mastery among the three grades.

Objective 2: By the end of the school year, 70% of the pupils with 80% attendance will gain the reading skills of one book level as measured by teacher scoring of an individual reading inventory.

This objective was attained. The Standard Reading Inventory was administered to each pupil individually by the teachers in September and May, and scored for "instructional reading level." More than 85% of the pupils with 80% attendance gained the skills of one reading level or more; 63% gained two levels or more.

Objective 3: By the end of the school year 60% of the pupils with 80% attendance will gain one level as measured by the Philadelphia Mathematics Evaluation Test.

This objective was attained. Of the pupils who had 80% attendance, 86% gained at least one level of mathematics skills; 52% gained at least two levels.

Objective 4: Parents of 60% of the children enrolled in the project will show concern and interest by (a) visiting the school, (b) volunteering their time, (c) assisting with homework, (d) contacting the teacher, or (e) introducing the pupil to new educational experiences, as measured by teacher records.

This objective was considered attained because of the high levels of participation of the parents of Benchmark pupils. During the school year 67 meetings were held with groups of parents at the schools, 262 parents assisted in the classrooms, and approximately 4,500 parent contacts were recorded by teachers. Because teachers were asked to tabulate events rather than to record parents' names, exact percentages of parents showing interest or concern could not be accurately determined.

Objective 5: Each Benchmark teacher will be assisted by one aide during all classroom instruction, as indicated by School District records and observations made on site by the evaluation team.

This objective was attained. Observations and records indicated that each teacher was assisted by an aide during classroom instruction. However, there were some instances when aides were absent or special circumstances intervened.

IMPACT

During its second year of operation, Benchmark was fully implemented and continued to help pupils improve their reading and mathematics skills. The 20 pupils in each of the 62 classes were served by a teacher and an aide in a self-contained classroom using a skill-center approach. More than half the pupils attained a 90% mastery of phonics skills and more than 60% gained at least two levels of reading skills measured by individual reading inventories.

More than half the pupils gained at least two levels of mathematics skills measured by the Philadelphia Mathematics Evaluation Test (Levels Test). Eighty-one percent of the participating pupils had an attendance record of at least 80%. Parents showed interest and concern by volunteering in the classroom, contacting the school, or assisting with homework.

Thus the project has had a beneficial influence on the development of the basic skills of low-achieving pupils enrolled in it.

BILINGUAL EDUCATION

Abstract

ADMINISTRATOR: Charles McLaughlin
HEADQUARTERS: 2901 W. Allegheny Avenue
TELEPHONE: BA 5-1914
PBRS CODE: 611-06-538
OPERATING YEARS: 1972-1976
GRADES SERVED: 1-12
NO. OF PUPILS: Nonpublic 807
NO. OF SCHOOLS: 10
NO. OF EMPLOYEES: Professional 14, Paraprofessional 6, Clerical 4
CURRENT BUDGET: Regular $255,000, Summer $11,000, Total $266,000
SERVICE PROVIDED: Children selected to attend the bilingual center receive full-day instruction in all academic areas; children in the participating schools receive instruction for a portion of each day from a specially qualified auxiliary teacher.
EVALUATION TEAM: Marion Kaplan, Larry Aniloff*, Camilla Grigsby

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OBSERVED ACTIVITIES

The project's intended mode of operation was partially implemented. One auxiliary teacher position was vacant the entire year, and another was vacant until January.

Sixty pupils (Grades 4-8) attended the Cariño Center daily for instruction in mathematics, English conversation, social studies, English reading, English as a second language, and Spanish. The primary instructional language at the beginning of the school year was Spanish; as the year progressed, the use of English increased.

To concentrate the resources of the center on pupils experiencing academic difficulties because of inadequate command of English, the previous year's screening procedure for project admission was refined and improved. Pupils were expected to remain at the center until, in the judgment of the project staff, they could function in their home schools. Twenty Cariño Center pupils returned to their schools at the end of the year, and two pupils were expected to enter high school in September 1976.

Auxiliary teachers were assigned to 6 of the 10 participating schools. However, only three schools had full-day service, two began half-day service in January, and the sixth school's auxiliary teacher position was vacant. The types of service provided by the teachers were based upon the needs of the individual schools receiving the service. There were two general patterns of operation for auxiliary teachers. At four schools, the auxiliary teacher provided remedial services to

groups of one to eight pupils for 45 minutes to an hour daily. At the fifth school, the auxiliary teacher taught a group of approximately 15 first graders for most of the day.

This year the evaluation team noted continued improvement of communication between project and feeder schools, intensive supervision of instruction in the feeder schools and the center, a greater degree of curriculum planning and integration, refinement of screening procedures, and improved procedures for reporting pupil progress.

ATTAINMENT OF OBJECTIVES

Objective 1: Cariño Center pupils will increase their instructional reading levels to the extent that, between the September pretest and the May posttest, 75% of them will gain at least one book level on a group informal reading inventory.

The objective was attained. Informal reading inventories were administered to 60 Cariño Center pupils in September and May. The median pretest book-level score was 2^1; the median posttest book-level score was 3^1. Fifty-five (93%) of the pupils gained at least one book level (more than the expected 75%); 47 (78%) gained at least two levels.

Objective 2: During the school year, Cariño Center pupils will increase in mathematics achievement to the extent that 60% of them will demonstrate a month-for-month gain in GE level on the KeyMath Diagnostic Arithmetic Test between pretest and posttest.

The objective was attained. The KeyMath Diagnostic Arithmetic Test was administered to 62 Cariño Center pupils in October 1975 and April 1976. The October GE scores ranged from 2.0 to 6.9, with a mean of 3.1; the April GE scores ranged from 2.1 to 7.6, with a mean of 3.9. Of the 62 pupils, 38 (61%) achieved the criterion gain; this exceeded the 60% expectation specified in the objective.

Objective 3: Cariño Center pupils will increase their reading-achievement levels to the extent that, between the September pretest and the May posttest, there will be a significant gain ($p<.05$) in average raw score on each level of the Inter-American Series, Tests of Reading.

The objective was partially attained. The mean pretest raw score on Level 2 (pupils in Grades 4 and 5) was 25; the mean posttest raw score was 30. This five-point gain was statistically significant beyond the .05 level.

The mean pretest raw score on Level 3 (pupils in Grades 6-8) was 32; the mean posttest raw score was 34. This two-point gain was not statistically significant at the .05 level.

Thus, Level 2 pupils made significant gains in raw score on the Inter-American Series Tests of Reading; Level 3 pupils did not.

Objective 4: First-grade pupils receiving full-day service from the Bilingual Education auxiliary teachers in the feeder schools will develop their instructional reading levels to the extent that, by May, 60% of them will be reading at the pre-primer level as measured by a group informal reading inventory.

The objective was attained. In May 1976, informal reading inventories were administered to the 12 first-grade pupils receiving full-day service from the Bilingual Education auxiliary teacher in the feeder school. At that time, the median reading-book level was primer. Eleven (92%) of the 12 pupils (more than the expected 60%) attained instructional reading levels of pre-primer or higher.

Objective 5: First-grade pupils receiving full-day service from the Bilingual Education auxiliary teachers in the feeder schools will develop their mathematics achievement to the extent that, by May, 60% of them will be performing at the 1.5 GE level as measured by the KeyMath Diagnostic Arithmetic Test.

The objective was attained. In May 1976, the KeyMath Diagnostic Arithmetic Test was administered to the 12 first-grade pupils who received full-day service from the Bilingual Education auxiliary teacher. At that time, the GE levels for the pupils ranged from 1.7 to 2.0, with a mean of 1.8. Thus all 12 pupils (more than the expected 60%) attained GE levels of 1.5 or higher.

Objective 6: Pupils receiving remedial service from the Bilingual Education auxiliary teachers in the feeder schools will improve in basic skills to the extent that, by the end of the school year, 80% of them will master 90% of the specific skills for which they were referred, as determined by examination of teacher records.

The objective was not attained. Examination of teacher records indicated that of the 32 pupils in the two schools who received service for the entire school year, 16 (50%) mastered 90% of the specific mathematics skills for which they were referred. This was less than the 80% expectation. Examination of records also indicated that of the 23 pupils in the two schools who received service for the entire school year, 14 (61%) mastered 90% of the specific reading skills for which they were referred. This also was less than the 80% expectation.

These figures did not include the 28 pupils in the two schools which received half-day service for only half the school year, or the pupils in the sixth school which did not receive service at all during the school year:

IMPACT

The Bilingual Education project was designed to correct Spanish-speaking children's basic skill deficiencies that were attributed to inadequate language facility.

The project's intended mode of operation was partially implemented. The Cariño Center provided an all-day program for pupils with minimal facility in English. However, the bilingual auxiliary teacher component, which instructed Spanish-speaking pupils in the participating schools, was only partially implemented.

Each cognitive objective for the Cariño Center was either fully or partially attained. Ninety-two percent of the pupils (more than the expected 75%) gained at least one book level on a group informal reading inventory, and 61% (more than the expected 60%) made a month-for-month gain in GE level on the KeyMath Diagnostic Arithmetic Test. Statistically significant gains were made on Level 2 of the Inter-American Series Tests of Reading, but not on Level 3.

In the participating schools, 50% of the pupils receiving remedial service from auxiliary teachers mastered 90% of the specific mathematics skills for which they were referred, and 61% of the pupils mastered 90% of the specific reading skills for which they were referred (both less than the expected 80% of pupils). First-grade pupils receiving full-day service from the auxiliary teachers developed their instructional reading levels to the extent that 92% of them (more than the expected 60%) were reading at the pre-primer level, and by May all of them (more than the expected 60%) had developed their mathematics achievement to the extent that they were performing at the 1.5 GE level as measured by the KeyMath Diagnostic Arithmetic Test.

The evaluators felt that the project's accomplishments were attributable to continued qualitative improvements in operation and to the impetus provided by the coordinator and lead teacher. Improvements included more refined procedures for selection and return of Cariño Center pupils, better records of pupil progress, increased communication and greater rapport with participating schools, intensive instructional supervision, and more detailed curriculum planning.

COMPREHENSIVE MATHEMATICS "A": ELEMENTARY MATHEMATICS RESOURCE TEACHER

Abstract

ADMINISTRATOR:	Alexander Tobin
HEADQUARTERS:	Room 310, 21st Street and Parkway
TELEPHONE:	299-7811
PBRS CODE:	611-02-523
OPERATING YEARS:	1972-1976
GRADES SERVED:	2-6
NO. OF PUPILS:	61,417
NO. OF SCHOOLS:	113
NO. OF EMPLOYEES:	Professional 114, Paraprofessional 0, Clerical 2
CURRENT BUDGET:	Regular $1,919,000, Summer $6,000, Total $1,925,000
SERVICE PROVIDED:	The mathematics resource teacher gives remedial instruction to groups of selected pupils seriously deficient in mathematics skills, and direction and training to mathematics teachers to implement the school's program and improve teaching skills.
EVALUATION TEAM:	Arnold Escourt, Carrolyn Iwamoto*, Fleta B. Waters

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OBSERVED ACTIVITIES

The project's intended mode of operation was fully implemented. The Division of Mathematics Education provided 12 hours of staff development on four Saturdays during the school year. At these sessions, the elementary mathematics resource teachers (EMRTs) listened to guest speakers, shared one another's problems, and learned about teaching techniques and activities for classroom use. EMRTs who were new to the project were also provided with monthly training sessions during teaching days.

Project records indicated that 113 EMRTs provided remediation services to approximately 5,900 pupils in Grades 2-6 who were severely deficient in mathematics skills, and provided assistance to approximately 3,800 Title-I-eligible pupils through demonstration lessons or small-group instruction in the classroom. Evaluator's observations and interviews with 24 EMRTs indicated that the EMRTs offered staff and curriculum development to regular classroom teachers, provided diagnoses and prescriptions for individual pupils, and monitored and evaluated pupil progress.

ATTAINMENT OF OBJECTIVES

Objective 1: During the school year, participating pupils in Grades 2-6 will improve their mathematics skills to the extent that they will demonstrate on the Philadelphia Mathematics Evaluation Test an average gain of two instructional mathematics levels per 10-month school year.

The objective was fully attained. Pupils selected by the EMRT for remediation sessions were given the Philadelphia Mathematics Evaluation Test in October 1975 and April 1976. Pupils not so selected had been tested by their regular classroom teachers in June 1975 and were retested by their current teachers in April 1976. Data on attendance at remediation sessions until April were collected for all pupils who had been selected for such sessions.

The records of 1,803 pupils from 20 randomly chosen schools were examined by the evaluation team. The 1,116 pupils selected for remediation demonstrated an average gain of 1.2 instructional levels during the 6-month period between pretest and posttest. Extrapolated for a 10-month school year, the average gain of 2.0 levels met the criterion stated in the objective.

Attendance at remediation sessions appeared to affect pupil achievement. The 920 pupils who attended at least 75% of their remediation sessions demonstrated an average gain of 1.3 instructional levels in the 6 months. The 196 pupils who attended less than 75% of their remediation sessions showed an average gain of 0.8 levels in the same period. The 687 pupils who were not invited to remediation sessions showed an average gain of 0.8 levels during the 8-month period between their pretest and posttest.

Objective 2: Participating pupils in Grades 2-6 will improve their mathematics skills to the extent that between February 1975 and February 1976, the number of pupils obtaining Total Mathematics scores below the 16th percentile on the California Achievement Tests will be reduced by 3%.

The objective was fully attained. The records of 1,803 pupils selected to determine the attainment of Objective 1 were also examined for this objective. All 1,803 pupils had scored below the 16th percentile on the February 1975 administration of the CAT Mathematics subtest. Of the 1,116 pupils who had been invited to remediation sessions, 458 (41%) scored at or above the 16th percentile in February 1976. This reduction in the number scoring below the 16th percentile greatly surpassed the 3% expectation. Of the 687 pupils who had not been invited to remediation sessions, 200 (29%) scored at or above the 16th percentile in February 1976.

Attendance at remediation sessions also appeared to be related to pupil achievement. Of the 920 pupils who had attended at least 75% of their remediation sessions, 408 (44%) brought their 1976 scores to or above the 16th percentile; of the 196 pupils who had attended less than 75% of their remediation sessions, 50 (26%) did so.

IMPACT

Comprehensive Mathematics "A" was fully implemented, and was successful in improving the mathematics skills of pupils in Grades 2-6 who had obtained CAT Total Mathematics scores below the 16th percentile in 1975. In 1976 the number of participants scoring below the 16th percentile was reduced by 41%. In six months, the pupils who had been invited to remediation sessions demonstrated an average gain of 1.2 instructional levels on the Philadelphia Mathematics Evaluation Test (equivalent to 2.0 levels in 10 months).

On both measures of mathematics skills, pupils who attended at least 75% of their remediation sessions demonstrated more progress than pupils who attended less than 75% of the sessions.

COMPREHENSIVE MATHEMATICS "B": JUNIOR HIGH/MIDDLE SCHOOL MATHEMATICS SPECIALIST

Abstract

ADMINISTRATOR:	Alexander Tobin
HEADQUARTERS:	Room 310, 21st Street and Parkway
TELEPHONE:	299-7811
PBRS CODE:	611-03-523
OPERATING YEARS:	1975-1976
GRADES SERVED:	7-9
NO. OF PUPILS:	18,704
NO. OF SCHOOLS:	24
NO. OF EMPLOYEES:	Professional 25, Paraprofessional 0, Clerical 1
CURRENT BUDGET:	Regular $336,000, Summer $22,000, Total $358,000
SERVICE PROVIDED:	A mathematics specialist provides staff development to teachers, remediation to eligible pupils, and leadership in implementing the school's mathematics program.
EVALUATION TEAM:	Arnold Escourt, Carrolyn Iwamoto*, Fleta B. Waters

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OBSERVED ACTIVITIES

In its first year of operation, the project was fully implemented according to plan. The Division of Mathematics Education provided 50 hours of intensive staff development in September and 20 additional hours on seven Saturdays during the school year. At these sessions the mathematics specialists listened to guest speakers, shared one another's problems, and learned about teaching techniques and activities for classroom use.

Examination of their weekly schedules showed that the specialists had used 50% of their time for remediation, 30% for staff development, and 20% for diagnosing problems and prescribing programs of instruction. Remediation was scheduled during periods other than those for mathematics, English, or reading classes.

The evaluator interviewed and observed the remediation lessons of 13 of the 24 mathematics specialists. Because the number of Title-I-eligible pupils varied among schools, the project was implemented in different ways. In general, the specialists emphasized computational skills in their lessons through the use of games, learning kits, work sheets, and other materials. The "levels" approach was emphasized in 5 of the 13 schools visited by the evaluator.

The evaluator also observed 10 regular mathematics classes of pupils in Grades 7-9 in six schools. The instructional emphasis in those classes was observed to be on the development of computational skills.

ATTAINMENT OF OBJECTIVES

Objective 1: During the school year, eligible pupils (i.e., pupils identified as not scoring above the 15th percentile in Mathematics Computation on the February 1975 California Achievement Tests) in Grades 7-9 who have attended at least 75% of the time will improve their mathematics skills to the extent that they will demonstrate per 10-month school year an average gain of at least two levels on the Philadelphia Mathematics Evaluation Test--Survey Form A, or Sections 2 and 3 of the Philadelphia Mathematics Evaluation Test (below Level 10) administered in the fall and spring.

The objective was fully attained. In November 1975 and April 1976, the Philadelphia Mathematics Evaluation Test--Survey Form A was administered to 7,012 pupils in Grades 7-9. The 5,861 pupils who had attended at least 75% of their regular mathematics classes demonstrated a median gain of one instructional level in the five months between pretest and posttest. By extrapolation, this would be a gain of 2 levels for a 10-month school year.

The 1,151 pupils who had attended less than 75% of their regular mathematics classes demonstrated a median gain of zero between the same pretest and posttest. Although attendance at regular mathematics classes had a differential effect on pupil achievement, percentage of attendance at remediation sessions did not appear to have a similar effect.

Objective 2: Between November 1975 and June 1976, each Title I middle or junior high school will have a mathematics specialist teacher who will spend (a) 50% of his/her time with pupils below the 16th percentile in groups of 15 (maximum), (b) 30% of the time on staff and curriculum development in the classroom with the classroom teacher, and (c) 20% of the time on diagnosing problems and prescribing programs of instruction for individual children, as indicated by observations made by the evaluation team using the Observational Checklist and the weekly schedules of the mathematics specialist teachers.

The objective was fully attained. Examination of the weekly schedules of the 24 mathematics specialists indicated that they had spent their 28 rostered periods as specified in the objective. The 13 mathematics specialists who were interviewed all reported that they had spent at least 14 periods per week providing remediation sessions to pupils in groups of 8-13, eight periods per week on staff and curriculum development in the classroom with the classroom teacher, and six periods per week diagnosing problems and prescribing programs of instruction for individual pupils.

IMPACT

In its first year of operation, the project was fully implemented according to its planned mode of operation. The mathematics specialists provided remediation sessions to selected Title-I-eligible pupils, staff and curriculum development to the regular mathematics teachers of these pupils, and diagnosis and programs of instruction for individual pupils. Pupils who had attended at least 75% of their regular mathematics classes demonstrated a median gain of one instructional level in five months; pupils who had attended less than 75% of their regular mathematics classes did not. For this sample, attendance at regular mathematics classes had a differential effect on pupils' achievement. However, no explanation was found for the lack of a relationship between percentage of attendance at remediation sessions and gains in achievement level.

COMPREHENSIVE MATHEMATICS "C": SENIOR HIGH SCHOOL MATHEMATICS SPECIALISTS AND SKILL CENTERS

Abstract

ADMINISTRATOR: Alexander Tobin
HEADQUARTERS: Room 310, 21st Street and Parkway
TELEPHONE: 299-7811
PBRS CODE: 611-04-523
OPERATING YEARS: 1975-1976
GRADES SERVED: 10-12
NO. OF PUPILS: 16,934
NO. OF SCHOOLS: 11
NO. OF EMPLOYEES: Professional 22, Paraprofessional 11, Clerical 0
CURRENT BUDGET: Regular $401,000, Summer $15,000, Total $416,000
SERVICE PROVIDED: Specialists: Mathematics specialists provide remediation to eligible pupils enrolled in 10th-grade mathematics classes and staff development to their mathematics teachers.
Skill Centers: In skill centers, teachers and aides provide remediation in basic mathematics skills to eligible 11th- and 12th-grade pupils.
EVALUATION TEAM: Arnold Escourt, Carrolyn Iwamoto*, Fleta B. Waters

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OBSERVED ACTIVITIES

In their first year of operation, the two components of the Senior High School Mathematics project were fully implemented according to their planned mode of operation.

The Division of Mathematics Education provided 50 hours of intensive staff development in September to mathematics specialists, skill-center teachers, and skill-center aides. Twenty additional hours of staff development were scheduled for seven Saturdays during the year. At these sessions, the project teachers and aides listened to guest speakers, shared one another's problems and progress, and learned about teaching techniques and activities for classroom use. In addition, the project teachers received learning kits, tapes, games, and equipment such as overhead projectors and calculators.

Specialists. Since the number of Title-I-eligible pupils varied among schools (from 219 to 1,008), specialists implemented the project in different ways. In groups of no more than 15, pupils were invited to attend the remediation sessions during assigned class periods other than those scheduled for mathematics, reading, or English. The evaluator interviewed all 11 mathematics specialists and observed 10 of them during a remediation or demonstration lesson. In six of the seven

remediation sessions observed, the specialist was providing individualized instruction and emphasizing the development of computational skills. In the three demonstration classes observed, the entire 10th-grade mathematics class was working on the same activity.

The evaluator observed 12 regular 10th-grade mathematics classes in six schools. In all 12 classes the "Mathematics for Today" workbook was used. Teachers reported providing supplemental instruction in computational skills, because their pupils lacked the skills necessary to use the text.

Skill Centers. Since the number of Title I-eligible pupils varied among schools (from 210 to 970), skill-center teachers implemented the project in different ways. In groups of no more than 15, pupils in Grades 11 and 12 were invited to attend remediation sessions in a skill center during assigned class periods other than those scheduled for reading or English.

The evaluator interviewed and observed all 11 skill-center teachers during a remediation session. All teachers provided individualized instruction and emphasized the development of computational skills. Skill-center aides were observed performing clerical work, filling in records, marking papers, storing or maintaining instructional materials, and working with individual pupils.

ATTAINMENT OF OBJECTIVES

Specialists

Objective 1: During the school year, participating pupils in tenth-grade mathematics classes who attended at least 70% of the time will improve their mathematics skills to the extent that between the fall and spring testings, the number of pupils scoring below the 16th percentile on the Mathematics Computation section of the California Achievement Tests will be reduced by 2%.

The objective was fully attained. The Mathematics Computation section of the California Achievement Tests (CAT) was administered to nonacademic pupils in Grades 10-12 in October and February.

The records of 1,481 pupils enrolled in 10th-grade mathematics classes were examined to determine pupil achievement for the four months of instruction between pretest and posttest. All 1,481 pupils had scored below the 16th percentile on the CAT in October. Among the 1,159 pupils who attended at least 70% of their regular mathematics classes, 328 scored at or above the 16th percentile in February. Thus the number of regularly attending pupils scoring below the 16th percentile was reduced by 28%. This greatly exceeded the expected reduction. Among the 322 pupils who attended less than 70% of their regular mathematics classes, 29 scored at or above the 16th percentile in February. Thus, the number of irregular attenders scoring below the 16th percentile was reduced by 9%.

Pupil achievement was also directly related to attendance at remediation sessions. Among both regular and irregular attenders of the regular mathematics classes, improvement in computational skills was the greatest for pupils who also attended at least 70% of their remediation sessions, and least for pupils who were not invited to remediation sessions.

Objective 2: During the school year, participating pupils will be rostered to five periods of mathematics instruction per week in a class with a maximum of 25 pupils, as indicated by school records and observations made by the evaluation team using the Observational Checklist.

The objective was partially attained. Teachers' records indicated that participating pupils were rostered to five periods of general mathematics instruction each week. The evaluator observed 12 regular mathematics classes in six schools. In all but two classes no more than 25 pupils were enrolled; at least 90% of these pupils were eligible for Title I. In the two classes which exceeded 25 pupils, enrollment included pupils other than Title-I-eligible pupils. Class attendance ranged from 5 to 17 pupils.

Objective 3: During the school year, each Title I senior high school will be assigned a tenth-grade mathematics specialist teacher, who will provide ongoing staff development for teachers assigned to the school and spend 50% of his/her rostered time tutoring selected pupils in small groups (as the need arises), as indicated by the project coordinator's report and observations made by the evaluation team using the Observational Checklist.

The objective was fully attained. Examination of the weekly schedules of the 11 mathematics specialists, certified by the project coordinator, indicated that the specialists were using 50% of their rostered time for remedial instruction. Interviews and observations by the evaluation team revealed that each specialist instructed approximately 12 groups of pupils each week. The remaining time was used to provide staff development to the teachers of these pupils, diagnosis of pupil problems, and programs of instruction for individual pupils.

Skill Centers

Objective 4: During the school year, the mathematics skill-center teacher will (a) teach 25 periods of mathematics per week to eligible pupils in classes of 15 (maximum), (b) provide diagnosis and individual prescription for each participating pupil, and (c) maintain achievement and attendance records for each participating pupil. These activities will be monitored and observed by the evaluation team using the Observational Checklist.

The objective was fully attained. Examination of the weekly schedules of the skill-center teachers and interviews with the teachers indicated that they were

providing 25 periods of remediation each week to Title-I-eligible pupils. Although 15 pupils were generally invited, attendance at the observed remediation sessions ranged from 2 to 9 pupils. The teachers were also providing diagnosis and individual prescriptions for participating pupils, and maintaining achievement and attendance records.

Objective 5: During the school year, the mathematics skill-center aide will assist the teacher in the room by (a) marking papers and keeping records, (b) storing and maintaining instructional materials, (c) tutoring or reviewing materials with pupils, or (d) performing needed clerical or housekeeping tasks during periods of classroom instruction, as indicated by observations by the evaluation team using the Observational Checklist.

The objective was fully attained. In 10 skill centers, the aides were observed performing clerical work, filling in records, marking papers, storing and maintaining instructional materials, and working with individual pupils.

Objective 6: During the school year, participating pupils in the 11th and 12th grades who attend the mathematics skill center on 70% of the occasions requested by the center's teacher will improve their mathematics skills to the extent that between the fall and spring testings, the number of pupils scoring below the 16th percentile on the Mathematics Computation section of the California Achievement Tests will be reduced by 2%.

The objective was fully attained. The Mathematics Computation section of the California Achievement Tests was administered to nonacademic pupils in Grades 11-12 in October and February.

The records of 1,738 pupils in the 11th and 12th grades were examined to determine pupil achievement for the four months between pretest and posttest. All 1,738 pupils had scored below the 16th percentile in October. Among the 529 pupils who attended at least 70% of their remediation sessions, 104 scored at or above the 16th percentile in February. Thus the number of regularly attending pupils scoring below the 16th percentile was reduced by 20%. This greatly exceeded the expected reduction. Among the 1,209 pupils who attended less than 70% of their remediation sessions, 134 scored at or above the 16th percentile in February. Thus the number of irregular attenders scoring below the 16th percentile was reduced by 11%.

IMPACT

In its first year of operation, both components of the Senior High School Mathematics project were fully implemented. Mathematics specialists provided remediation to selected pupils enrolled in 10th-grade mathematics classes and staff development to their mathematics teachers. Skill-center teachers and aides provided remediation to 11th- and 12th-grade pupils.

The project was able to improve the computational skills of Title-I-eligible pupils in Grades 10-12. In the 10th-grade Mathematics Specialists program, 28% of the pupils who had attended at least 70% of their regular mathematics classes improved to the extent of scoring at or above the 16th percentile on the Mathematics Computation section of the California Achievement Tests (CAT). Percentage of attendance at remediation sessions also was directly related to pupil achievement. In the 11th- and 12th-grade Skill Centers program, 20% of the pupils who had attended at least 70% of their remediation sessions scored at or above the 16th percentile on the 1976 CAT.

Pupils were invited to remediation sessions during regularly scheduled class periods other than those for mathematics, English, or reading. For the Title-I-eligible pupils who attended them, the remediation sessions had a positive impact on the development of computational skills.

COMPREHENSIVE MATHEMATICS "D": ACTIVITY-CENTERED MATHEMATICS FOR RETARDED EDUCABLE CHILDREN

Abstract

ADMINISTRATOR:	Alexander Tobin
HEADQUARTERS:	Room 310, 21st Street and Parkway
TELEPHONE:	299-7811
PBRS CODE:	611-05-523
OPERATING YEARS:	1972-1976
GRADES SERVED:	Retarded Educable
NO. OF PUPILS:	432
NO. OF SCHOOLS:	23
NO. OF EMPLOYEES:	Professional 1, Paraprofessional 0, Clerical 0
CURRENT BUDGET:	Regular $37,000, Summer $16,000, Total $53,000
SERVICE PROVIDED:	Regular teachers of retarded educable children receive training in the teaching of mathematics emphasizing individualized instruction, hands-on activities, and innovative instructional materials.
EVALUATION TEAM:	Arnold Escourt, Carrolyn Iwamoto*, Fleta B. Waters

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OBSERVED ACTIVITIES

The project's intended mode of operation was fully implemented. During the summer, 23 regular classroom teachers of retarded educable elementary and secondary school pupils were selected and received a five-day staff-development program in teaching techniques, activities, and use of hands-on materials.

The project coordinator made 210 visits to participating teachers. Assistance was provided through classroom demonstrations, observations, test administrations, record keeping, and delivery of materials. During the school year, eight 3-hour staff-development sessions were held on Saturdays. Teachers discussed their problems and progress, listened to guest speakers, learned about techniques and activities for classroom use, and developed a mathematics curriculum suitable for their retarded educable pupils. In addition, the project provided participating teachers with materials for use in their classrooms.

Of the original 23 teachers selected, 19 remained in the project for the entire year. All 19 classrooms were observed by the evaluator for one class period. Class sizes ranged from 5 to 18 pupils. In general, teachers were providing basic mathematics-skill instruction through an activity-oriented teaching approach. As reported by the teachers, instruction emphasized review and reinforcement of facts, regardless of the type of materials used. In general, the entire class worked as a group on the same activity.

A program-evaluation form, completed by teachers in April, indicated that project participants were extremely satisfied with the summer staff-development sessions, and with the project coordinator's assistance in teaching mathematics to their pupils.

ATTAINMENT OF OBJECTIVES

Objective 1: During the school year, pupils will improve their mathematics skills to the extent that they will achieve an average growth of five months in total grade-equivalent (GE) score on the KeyMath Diagnostic Arithmetic Test between pretest and posttest.

The objective was fully attained. The KeyMath Diagnostic Arithmetic Test was administered in October and May to the 208 pupils taught by 19 project participants. The median gain in total GE score was 0.7 (7 months) in the 7 months between pretest and posttest. This exceeded the expected gain of 0.5 GE. Among pupils of ages 5-12, the median gain was 7 months; among pupils of ages 13-16 it was 5½ months.

Objective 2: During the school year, 50% of the teachers will maintain or improve their attitudes toward the teaching of mathematics as measured by the Yoa-Ayrer-Tobin (YAT) Attitude-Toward-Mathematics Scale administered in the summer and spring.

The objective was fully attained. The YAT attitude scale was administered to 19 teachers at staff-development sessions in August 1975 and April 1976. Thirteen (68%) of these teachers improved or maintained their positive attitudes toward the teaching of mathematics.

IMPACT

Comprehensive Mathematics "D" was fully implemented, and was successful in improving the basic mathematics skills of retarded educable pupils of ages 5-16. Pupils showed a median gain of 0.7 (7 months) in total GE score on the KeyMath Diagnostic Arithmetic Test in the 7 months between pretest and posttest. Participating teachers improved or maintained their positive attitudes toward the teaching of mathematics.

COMPREHENSIVE READING PROJECT

The Comprehensive Reading Project has several components, which are reported consecutively in the following order:

Aide Services
District 1 Reading*
District 2 Reading*
District 3 Reading*
District 4 Reading*
District 5 Reading*
District 6 Reading*
District 7 Reading*
Improvement of Reading Skills "A" and "B"
Improvement of Reading Skills "C"
Individualized Education Center
Intensive Reading for Secondary Students
Language Arts Reading Camps--Summer only; no report now
Operation Individual
Primary Reading Skills Centers
Reading Improvement through Teacher Education
Summer Reading Readiness--Summer only; no report now

*Separate technical reports on each of the District Reading Projects are issued annually by the Office of Research and Evaluation's Department of Priority Operations Evaluation Services. Although these projects are not treated in the Title I Technical Reports, they are included in the briefer volume of Title I Abstracts.

AIDE SERVICES
(A Component of the COMPREHENSIVE READING PROJECT)
Abstract

ADMINISTRATOR:	("A")	Frances Becker (Kindergarten Aides) Leontine Scott (Aides in Grades 1-3)
	("B")	Joan Myers (LIMAs)
	("C")	Charles McLaughlin (Parent Aides)
HEADQUARTERS:	("A")	Room B-14, 21st Street and Parkway Room 510, 21st Street and Parkway
	("B")	Room 301, 21st Street and Parkway
	("C")	2901 W. Allegheny Avenue
TELEPHONE:	("A")	299-7934, 299-7659
	("B")	299-7783
	("C")	BA 5-1914
PBRS CODE:	("A")	611-01-506, 611-02-518
	("B")	611-02-503
	("C")	611-06-613
OPERATING YEARS:	1966-1976	
GRADES SERVED:	K-12	
NO. OF PUPILS:	("A") 4,907, ("B") 97,055, ("C") 11,350	
NO. OF SCHOOLS:	127 Public, 48 Nonpublic	
NO. OF EMPLOYEES:	Professional 2, Paraprofessional 309, Clerical 4	
CURRENT BUDGET:	("A")	Regular $1,496,000, Summer None, Total $1,496,000
	("B")	Regular $675,000, Summer $4,000, Total $679,000
	("C")	Regular $646,000, Summer None, Total $646,000
SERVICE PROVIDED:	("A") K-3 Aides: Provides full-time aides to assist teachers, thus increasing the adult/pupil ratio and facilitating individualization of instruction and adult-pupil social interaction. ("B") Library Instructional Materials Assistants: LIMAs provide teachers and pupils with instructional and noninstructional reading and resource materials to supplement basic classroom reading instruction. ("C") Parent Aides: Parents are recruited and trained under state regulations; each is generally assigned to one teacher for 20 hours per week of classroom assistance in reading and mathematics.	
EVALUATION TEAM:	Arnold Escourt, William E. Loue III, Carrolyn Iwamoto, Judith Green Leibovitz, Lisbeth Sorkin, Fleta B. Waters*	

OBSERVED ACTIVITIES

The Aide Services project is a unification of three aide projects. The intended mode of operation for each of these components was considered fully implemented.

("A") K-3 Aides

In the kindergarten classes, the evaluation team completed 17 observations and 19 teacher interviews in 14 schools. In Grades 1-3, 29 observations and 34 teacher interviews were conducted in 12 schools. Activity logs for two randomly assigned weeks were collected twice a year for kindergarten aides, and three times a year for aides in Grades 1-3. The aides assisted individuals and small groups of Title I children, mainly in reading and mathematics. Most kindergarten aides worked with one teacher each day, while most of the other aides worked with two teachers and two classes each day. Although patterns of aide utilization varied in Grades 1-3, it was common for these aides to work with one teacher in the morning and another in the afternoon.

The K-3 aides were observed performing instructional and noninstructional tasks compatible with the project's objectives. In the interviews, most teachers indicated that the K-3 aides were indispensable to their instructional tasks with individuals and small groups of children.

District kindergarten supervisors provided consultations and staff development for the kindergarten aides. A training coordinator, hired this year, visited the aides in Grades 1-3 at their schools, coordinated the program, and provided staff development.

("B") Library Instructional Materials Assistants (LIMAs)

During the year, the evaluation team observed LIMAs working in the instructional materials centers (IMCs) in 22 schools: 7 elementary, 3 bilingual, 3 special education, 6 junior high or middle, and 3 high. Interviews with 22 LIMAs were conducted. LIMAs kept weekly summary logs for two months during the year.

LIMAs at every school level supported the schools' Title I reading programs by providing individual or small-group reinforcement of instruction. LIMAs who were interviewed knew the duties detailed in their new job description, and assisted Title-I-eligible children, their teachers, and either the library assistant or the librarian.

LIMAs assigned to bilingual schools acted as interpreters for Spanish-speaking children, their parents, and the library staff.

Book displays to motivate children to read books were found to vary considerably in their attractiveness.

("C") Parent Aides

For the current year, 220 aide positions were authorized. Of the experienced aides, 203 (92%) returned at the beginning of the year to assume these positions. Seven aides resigned and 21 new aides were hired during the year.

The year-long training program for all aides included one half-day session each month from September through April (January excluded). In May, individual-school in-service experiences were conducted by the three project coordinators. In all, 37 training experiences were planned, organized, and/or conducted by the project coordinators. As in previous years, these half-day training sessions covered a wide range of topics and appeared to be well planned and efficiently conducted, with many "hands-on" experiences for all participants.

ATTAINMENT OF OBJECTIVES

("A") K-3 Aides

Objective 1: Efficient use of the aides' time will be maintained by the teachers so that aides will spend (a) at least 60% of their time in supervising and/or working with individuals (one or two children) or small groups (from three to seven children), (b) not more than 20% of their time in clerical tasks (e.g., grading, record keeping), and (c) not more than 20% of their time in such tasks as class trips, operation of A/V equipment, housekeeping, and other activities. This will be verified by evaluators' inspection of Weekly Activity Logs to be maintained by aides, locally developed teacher questionnaires, and observations made by members of the evaluation team using the Observational Checklist.

This objective was fully attained. Overall, K-3 aides spent an average of 64% of their time in supervising and/or tutoring individuals or small groups of children, 19% of their time in clerical duties, and 17% of their time in such activities as class trips, operation of audiovisual equipment, and housekeeping tasks. Variations were noted between kindergarten aides and aides in Grades 1-3.

Objective 2: Aides in Grades 1-3 will be assigned to work with not more than three classes each week as indicated by the Weekly Activity Logs and observations by the evaluation team using the Observational Checklist.

This objective was considered attained. Ninety-seven percent of these aides were assigned to work with not more than three classes; 3% served four classes or more. Action was taken by the project staff to correct these cases.

("B") Library Instructional Materials Assistants (LIMAs)

Objective 3: All LIMAs will motivate pupils to borrow books from the IMC by setting up interesting book displays on selected themes at least four times a year.

The LIMAs will publicize these themes to the school staff working with ESEA Title I children. The effectiveness of this motivation and publicity will be determined by comparing the circulation of a sample of books to ESEA Title I children during 20 school days prior to the display and 20 school days after the books are put on display.

This objective was partially attained. Not all LIMAs had set up four book displays on selected themes. However, most of the LIMAs had established book displays on the two themes, "Harvest of Good Books" and "The Bicentennial." A t test indicated that significantly more books circulated among Title-I-eligible children during the 20 school days after the books were put on display than during the comparable 20 school days preceding the displays.

Objective 4: All LIMAs will prepare and provide, upon request, supplementary materials (e.g., filmstrips, collections of books, magazines, newspapers) for teachers of ESEA Title I children. This will be verified by records maintained by the LIMAs.

This objective was fully attained. LIMAs prepared and provided teachers of Title-I-eligible children with supplementary materials whenever they were requested.

Objective 5: All LIMAs will provide personal attention to individuals and groups of ESEA Title I children. Examples are telling or reading stories, providing assistance in the location of desired materials, and demonstrating the use of the card catalog. This will be verified by records maintained by the LIMAs and by observations conducted by the evaluation team using an observational checklist.

This objective was fully attained. LIMAs did provide personal attention to individuals and groups of Title-I-eligible children while they were using the card catalog, locating materials on shelves, or reading books. LIMAs were also observed reading stories to children.

Objective 6: Elementary LIMAs will establish and maintain reading-level files for books received during the 1975-1976 school year. This will be verified by records maintained by the LIMAs and by observations conducted by the evaluation team using an observational checklist.

This objective was fully attained. Elementary LIMAs had established reading-level files in all of the 13 elementary schools visited by the evaluation team. Their logs showed a portion of their weekly time devoted to maintaining the reading-level files of books of interest to children.

Objective 7: Elementary LIMAs will establish and maintain a Spanish reading-materials area in the IMC where 25% of the enrolled children have Spanish surnames. This will be verified by records maintained by the LIMAs and by observations conducted by the evaluation team using an observational checklist.

This objective was fully attained. Spanish reading materials were placed in specific areas in the IMCs by the LIMAs assigned to work in bilingual schools. The LIMAs devoted time each week to maintenance of these areas and assisted Spanish-speaking pupils and parents in book selection.

Objective 8: Secondary LIMAs will have available and distribute lists of materials and books appropriate for use by ESEA Title I pupils. This will be verified by records maintained by the LIMAs.

This objective was fully attained. Records examined by the evaluation team showed that the secondary LIMAs did make available books and lists of materials for teachers' use with their Title I pupils.

("C") Parent Aides

Objective 9: The presence of parent aides in classrooms will facilitate small-group and individualized instruction of Title-I-eligible pupils in basic academic skill areas (reading, language arts, mathematics) as determined by systematic observations of parent-aide classrooms by the evaluation team using the Learning Environment Checklist. The following will be expected: (a) with respect to classroom grouping arrangements, pupils will be working in small groups (2-10 pupils) and/or as individuals during at least 60% of observed time; (b) with respect to the level of instructional differentiation, in less than 10% of observed time will all pupils be working on the same assignment; (c) with respect to the role of the teacher, in at least 30% of observed time teachers will be actively guiding and/or assisting groups or individuals; (d) with respect to the activities of the aides, at least 20% of observed time will be devoted to supervising and/or assisting individual children.

This objective was fully attained. The evaluation team observed 30 classes in six randomly selected schools receiving parent-aide service. The observations revealed the following: (a) pupils were working in small groups (2-10 pupils) and/or as individuals during 91% of observed time; (b) all pupils were working on the same assignment during only 8% of observed time; (c) teachers were actively guiding and/or assisting groups or individuals during 32% of observed time; and (d) the parent aides were supervising and/or assisting individual children during 33% of the time when they were observed in the classroom.

IMPACT

All three components of the Aide Services project--K-3 Aides, Library Instructional Materials Assistants (LIMAs), and Parent Aides--were fully implemented in accordance with their planned modes of operation. Eight of the nine objectives for the composite project were attained. Partially attained was the one objective in which not all the LIMAs set up the expected four book displays during the school year. All aides received in-service training from project supervisors or coordinators.

Observations by evaluators, and interview and survey responses from teachers and principals, indicated that aides greatly supported the instructional process by facilitating individualized and small-group instruction in basic skills. Interviews with public school teachers indicated high levels of respect for and reliance on the services provided by K-3 aides. In a survey conducted by the coordinator of nonpublic school projects, the Parent Aides component received the highest ratings from principals as the most effective Title I project.

The classroom aides in both public and nonpublic schools indicated that more than 60% of the aides' time was devoted to instructional activities with individuals or small groups of children.

The aides provided by this composite project were found to be an invaluable resource to teachers and their classes due to their presence, excellent training, and ability to work with children.

DISTRICT 1 READING
(A Component of the COMPREHENSIVE READING PROJECT)
Abstract

ADMINISTRATOR:	Verneta Harvey
HEADQUARTERS:	Locke School
TELEPHONE:	EV 6-8540
PBRS CODE:	611-02(03,04,05)-571
OPERATING YEARS:	1970-1976
GRADES SERVED:	K-12
NO. OF PUPILS:	23,374
NO. OF SCHOOLS:	34
NO. OF EMPLOYEES:	Professional 34, Paraprofessional 202, Clerical 3
CURRENT BUDGET:	Regular $818,000, Summer $13,000, Total $831,000
SERVICE PROVIDED:	Intensive instruction in reading, appropriate for each grade level, aiming to improve the reading skills of pupils served.
EVALUATION TEAM:	Sharon Rose, Judith Zernik

OBSERVED ACTIVITIES

District 1 continued to implement its established reading program. Although few major changes were made this year in the elementary grades, certain changes were made as a result of Title I program requirements which affected the secondary schools in the district. Those pupils designated as Title-I-eligible received reading instruction in addition to that included in the basic reading program.

As an aid to project management, notebooks containing the school reading plan were established in all Title I schools. The Title I reading-instruction schedule, lists of Title-I-eligible students, the attendance records of students, lists of materials used, records of Title I staff development (including dates, topics covered, and individuals responsible), reading aides' schedules, test scores, and pupil competencies were also kept in these notebooks.

In each of the elementary schools, specific lists were created which clearly stated those materials which were to be included in the basic reading program and those materials which were restricted to the Title I reading program.

In secondary schools, each eligible high school received one full-time reading aide plus a number of Title I teachers of reading to permit the establishment of classes of 15 to 20 students, depending upon the students' total reading scores on the CAT (or informal reading inventory). Classes met three times a week in the high schools and five times weekly in the junior high schools.

The Title I reading teachers (some of whom had been in the schools in previous years) received 15 hours of reading staff development initially, and five additional hours each month. Teachers of other subjects who became Title I reading teachers this year were paid for 15 hours of reading staff development spread throughout the year. In all Title I schools, the staff development was conducted by the district Title I reading consultant assigned to each school.

ATTAINMENT OF OBJECTIVES

Kindergarten

Objective 1: To develop the readiness skills of pupils who enter kindergarten in September 1975, to the extent that the district frequency distribution will approximate the national norming distribution of scores on the SESAT.

This objective was attained. In 1976, the percentages of students scoring in four national percentile ranges on the SESAT Environment subtest were 13% below the 16th percentile, 33% in the 16th-to-49th percentile range, 34% in the 50th-to-84th-percentile range, and 20% above the 84th percentile.

Primary Grades

Objective 2: To improve the reading achievement of the pupils in Grades 1 and 2, to the extent that the distribution of California Achievement Tests (CAT) Total Reading scores for these grades will be equal to or better than the distribution of scores for the previous year in those grades.

This objective was partially attained; the criterion was met in Grade 2 only. In 1975, 43% of students in Grade 1 and 41% of students in Grade 2 scored below the national median. In 1976, 45% of Grade 1 students and 40% of Grade 2 students scored below the national median.

Objective 3: To improve the CAT Total Reading scores, during the course of the 1975-1976 school year, of primary pupils in Year 3, to the extent that there will be a 20% reduction in the number of pupils scoring below the 50th percentile.

This objective was not attained. In 1975, 66% of students in Grade 3 scored below the median. In 1976, this percentage was reduced to 63%.

Intermediate Grades

Objective 4: To reduce to 19% the number of Grade 4 pupils scoring below the 16th percentile on the CAT (Total Reading) during the 1975-1976 school year.

This objective was not attained. In Grade 4, 22% of the students scored below the 16th percentile in 1976.

Objective 5: To reduce to 39% the number of pupils in Grade 4 scoring between the 16th and 49th percentiles on the CAT (Total Reading).

This objective was not attained. In Grade 4, 43% of the students scored between the 16th and 49th percentiles.

Objective 6: To reduce to 25% the number of Grade 5 pupils scoring below the 16th percentile on the CAT (Total Reading).

This objective was not attained. In Grade 5, 27% of the students scored below the 16th percentile.

Objective 7: To reduce to 38% the number of pupils in Grade 5 scoring between the 16th and 49th percentiles on the CAT (Total Reading).

This objective was not attained. Forty-six percent of the students in Grade 5 scored between the 16th and 49th percentiles.

Objective 8: To reduce to 21% the number of Grade 6 pupils scoring below the 16th percentile on the CAT (Total Reading).

This objective was not attained. In Grade 6, 27% of the students scored below the 16th percentile.

Objective 9: To reduce to 42% the number of pupils in Grade 6 scoring between the 16th and 49th percentiles on the CAT (Total Reading).

This objective was not attained. Forty-six percent of students in Grade 6 scored between the 16th and 49th percentiles.

Secondary Grades

Objective 10: To reduce to 27% the number of students in Grade 7 scoring below the 16th percentile on the CAT (Total Reading).

This objective was not attained. Forty-one percent of students in Grade 7 scored below the 16th percentile.

Objective 11: To reduce to 39% the number of students in Grade 7 scoring between the 16th and 49th percentiles on the CAT (Total Reading).

This objective was not attained. In Grade 7, 41% of students scored between the 16th and 49th percentiles.

Objective 12: To reduce to 29% the number of students in Grade 8 scoring below the 16th percentile on the CAT (Total Reading).

This objective was not attained. In Grade 8, 37% of the students scored below the 16th percentile.

Objective 13: To reduce to 41% the number of students in Grade 8 scoring between the 16th and 49th percentiles on the CAT (Total Reading).

This objective was not attained. Forty-two percent of students in Grade 8 scored between the 16th and 49th percentiles.

Objective 14: To reduce to 36% the number of students in Grade 9 scoring below the 16th percentile on the CAT (Total Reading).

This objective was attained. In Grade 9, 32% of the students scored below the 16th percentile.

Objective 15: To reduce to 36% the number of students in Grade 9 scoring between the 16th and 49th percentiles on the CAT (Total Reading).

This objective was not attained. In Grade 9, 46% of the students scored between the 16th and 49th percentiles.

Objective 16: To reduce to 47% the number of students in Grade 10 scoring below the 16th percentile on the CAT (Total Reading).

This objective was not attained. In Grade 10, 54% of the students scored below the 16th percentile.

Objective 17: To reduce to 35% the number of students in Grade 10 scoring between the 16th and 49th percentiles on the CAT (Total Reading).

This objective was not attained. In Grade 10, 36% of the students scored between the 16th and 49th percentiles.

Objective 18: To reduce to 53% the number of students in Grade 11 scoring below the 16th percentile on the CAT (Total Reading).

This objective was not attained. In Grade 11, 57% of the students scored below the 16th percentile.

Objective 19: To reduce to 49% the number of students in Grade 12 scoring below the 16th percentile on the CAT (Total Reading).

This objective was not attained. In Grade 12, 57% of the students scored below the 16th percentile.

IMPACT

The basic reading program in District 1 continued to be successfully implemented. However, Title I guidelines necessitated modifications in secondary schools. Individual students and their specific needs were identified; if eligible, the students received supplementary instruction in reading.

In general, there was continuity of services and materials from previous years and a strengthening and consolidation of effort by the District Reading Team and the reading teachers.

No great increases in students' test scores were observed, although improvements were seen, especially in the elementary grades, at the lower end of the distribution. In other grades, previous gains were maintained across the distribution.

DISTRICT 2 READING
(A Component of the COMPREHENSIVE READING PROJECT)
Abstract

ADMINISTRATOR:	Michael N. Iannelli
HEADQUARTERS:	Drexel School
TELEPHONE:	299-7205
PBRS CODE:	611-02(03,04,05)-572
OPERATING YEARS:	1970-1976
GRADES SERVED:	K-12
NO. OF PUPILS:	16,835
NO. OF SCHOOLS:	32
NO. OF EMPLOYEES:	Professional 16, Paraprofessional 115, Clerical 3
CURRENT BUDGET:	Regular $770,000, Summer $27,000, Total $797,000
SERVICE PROVIDED:	Intensive instruction in reading, appropriate for each grade level, aiming to improve the reading skills of pupils served.
EVALUATION TEAM:	James E. Scheib, James P. Comerford

OBSERVED ACTIVITIES

The District 2 Reading project was implemented in accordance with the district's reading plan. Title I resources were allocated to personnel, supplementary materials, and staff development serving Title I students in 32 Title-I-eligible schools. Project supportive staff at the district level were serving all District 2 Title-I-eligible schools. Paraprofessional personnel were provided at both the elementary and secondary levels, as were a variety of supplementary classroom materials. Materials were provided also for two reading-skills centers.

Secondary teachers of reading were hired and received staff development. Three aides were provided for the Computer-Assisted Instruction component, as were funds for terminals and telephone lines. The coordinator and materials for the Listen and Read components, as well as two teachers and aides attached to the Project to Improve Reading Language Teaching (PIRLT) were provided by the Title I District 2 Reading project. Three consulting teachers were employed to assist the Elementary Language Arts supervisor.

Individual children were identified for Title I services according to CAT results. The Office of Federal Programs provided the maximum number of Title I children to be served in elementary and secondary schools. The Elementary Language Arts supervisor position was vacant for the majority of the school year.

On the secondary level, the provisions of the August 1975 court order were implemented. Class sizes were reduced and teachers of reading were employed.

Two senior high schools had a full-time aide each. In-service staff development of secondary teachers of reading took place in accordance with the court order.

Throughout the year, meetings were held with the director and the coordinator of the CAI program. Consensus was reached that the materials for the program were at a higher reading-skill level than those needed for Title I pupils. It was agreed that lower-level materials would be developed for the 1976-1977 school year.

Because of salary increases, the aide service provided to classroom teachers was reduced in the 1975-1976 school year.

Follow Through programs which were introduced in five additional schools in 1974-1975 were expanded in 1975-1976 to Year 1. The Early Childhood Supervisor reported that the Follow Through kindergarten reading programs were not necessarily continued in Year 1. The Meade School was exploring a remedy to this situation. The Early Childhood Supervisor also reported that kindergarten reading programs have become more diffuse. This was caused by the addition of numerous supplementary materials to the basic program.

On both elementary and secondary levels, informal testing occurred in fall and spring in accordance with the district plan. In order to further individualize instruction, a system was developed to record standardized and local test results on individual pupil cards. These cards were intended to be passed on to the pupil's new teacher in September, thus providing the teacher with updated information on each pupil.

On the secondary level, the Sight and Sound Inventory, Level C, was administered for the first time in Fall 1975. Data were collected, processed, and analyzed via an item-analysis procedure. As a result, some revisions were made and the revised test was administered in Spring 1976.

The Secondary Reading Assessment was also piloted and analyzed. This is a test covering 12 reading levels and consisting of three alternate forms. The test was expected to be ready for use in September 1976.

ATTAINMENT OF OBJECTIVES

Objective 1: Improvement of reading-comprehension skills in Grades 2-12 so that compared with February 1975 results, 2% more pupils will score at or above the national 16th percentile at each grade level, and 2% more pupils will score above the national 32nd percentile at each grade level.

The objective was partially attained. Grades 2, 6, 7, and 12 met the criterion of 2% improvement in the percentage of pupils scoring at or above the national 16th percentile. The range of improvement among these grades was from 2% (Grades 2, 6, 7) to 8% (Grade 12).

Grades 2, 3, 4, 7, 9, and 12 met the criterion of 2% improvement in the percentage of pupils scoring above the national 32nd percentile. The range of improvement was from 2% (Grade 2) to 6% (Grade 7).

Objective 2: Improvement of reading vocabulary in Grades 1-12 so that compared with February 1975 results, 2% more pupils will score at or above the national 16th percentile at each grade level, and 2% more pupils will score above the national 32nd percentile at each grade level.

The objective was partially attained. Grades 2, 7, 9, and 12 met the criterion of 2% improvement in the percentage of pupils scoring above the national 16th percentile. The range of improvement among these grades was from 2% (Grade 2) to 11% (Grade 12).

Grades 2, 3, 7, 9, and 12 met the criterion of 2% improvement in the percentage of pupils scoring above the national 32nd percentile. The range of improvement was from 3% (Grade 3) to 12% (Grade 7).

Objective 3: Improvement in mastery of phonics elements in the primary grades, so that compared with May 1975 results, a greater percentage of third-grade pupils will demonstrate mastery of phonics skills as measured by the Sight and Sound Phonics Inventory, Levels A and B.

The objective was fully attained. In May 1975, 79.5% of the third-grade pupils who were tested achieved a mastery score on Level A; in May 1976, 86.1% did so. This was an increase of 7.6 percentage points. On Level B, 32.0% of the tested third-grade pupils achieved a mastery score in May 1975; 36.2% did so in May 1976. This was an increase of 4.2 percentage points.

Objective 4: The distribution of scores of kindergarten pupils on the Letters & Sounds and Aural Comprehension subtests of the SESAT (Level 1) will approximate the distribution of the norming population.

The objective was fully attained. On the Letters & Sounds subtest, the average score was equivalent to the national 77th percentile for individual pupils. The average score on the Aural Comprehension subtest was equivalent to the national 50th percentile.

Objective 5: Improvement in phonics skills among all pupils in programmed reading and multilevel 1 in Grades 7-10, so that compared with September 1975 results, a greater percentage of those pupils will demonstrate mastery of these skills as measured by the Sight and Sound Phonics Inventory, Level B.

The objective was fully attained at each grade level, including Grades 11 and 12 which were included because of a change in Title I guidelines. Of 3,965 pupils tested in September 1975, 51.9% achieved a mastery score; of 2,947 pupils tested in May 1976, 63.1% did so. This was an increase of 11.2 percentage points.

IMPACT

The project was fully implemented, and all of its objectives were partially or fully attained. The Sight and Sound Phonics Inventory results in 1976 indicated the success of the district's stress on teaching phonics to all pupils in Grade 3 and to low-scoring pupils in Grades 7-12. Standardized test results indicated that Grades 1 and 2 were at or near national norms. Secondary pupils (specifically Grades 7, 9, and 12) have shown particular improvement over previous years' scores.

DISTRICT 3 READING
(A Component of the COMPREHENSIVE READING PROJECT)
Abstract

ADMINISTRATOR:	Arthur N. Romanelli
HEADQUARTERS:	District 3 Education Services Center
TELEPHONE:	299-7309
PBRS CODE:	611-01(02,03,04,05)-573
OPERATING YEARS:	1970-1976
GRADES SERVED:	K-12
NO. OF PUPILS:	8,099
NO. OF SCHOOLS:	20
NO. OF EMPLOYEES:	Professional 13, Paraprofessional 86, Clerical 2
CURRENT BUDGET:	Regular $439,680, Summer $5,000, Total $444,680
SERVICE PROVIDED:	Intensive instruction in reading, appropriate for each grade level, aiming to improve the reading skills of pupils served.
EVALUATION TEAM:	James E. Scheib, Brenda Cohen Snyder

OBSERVED ACTIVITIES

District 3's Title I resources were allocated to personnel, supplementary materials, and staff development serving Title I students in 20 Title-I-eligible schools. Project supportive staff at the district level served all District 3 Title-I-eligible schools. Paraprofessional personnel (aides) were provided at both the elementary and secondary levels, as were a variety of supplementary classroom materials. The greater proportion of funds was spent on personnel. Four consulting teachers served as additional resource personnel to elementary schools. A coordinator and materials were provided for various community centers organized by the reading project. Secondary teachers of reading were hired and received staff development via the Title I District 3 Reading project.

Title I students were designated in both elementary and secondary schools. Secondary Title I students were rostered to Title I reading classes according to the conditions of the August 1975 court order. Baseline data were collected at the fourth- and sixth-grade levels for two new objectives to be incorporated into the district plan for the 1976-1977 school year.

The district's basic reading program remained little changed from the previous year; the secondary Title I component underwent a major revision in response to the court order.

ATTAINMENT OF OBJECTIVES

Objective 1: Improvement of reading skills in Grades 1-12 so that compared with February 1975 CAT results, 2% more pupils will score above the national 16th percentile at each grade level in Title I schools.

The objective was partially attained. Most grades below Grade 10 met the criterion in both comprehension and vocabulary. Grades 10, 11, and 12 did not meet the criterion in either section of the tests.

Objective 2: All third-year pupils are to master at least 200 of the 220 words of the Dolch Basic Sight Word Vocabulary by the final checkpoint of the 1975-1976 school year.

Although the objective was not attained, 81% of the students in Title I schools met the criterion. This was an improvement of 10% over 1975 results and 17% over 1974. This was the first time that the Title I results equaled the results for non-Title-I schools.

IMPACT

Despite major changes in the secondary Title I component, Grades 10-12 failed to show improvement over the previous year. The elementary and junior high results continued to improve generally. Five of nine grades showed an all-time high proportion of students at or above the national 16th percentile on the CAT Vocabulary subtest since the 1970-1971 school year.

DISTRICT 4 READING
(A Component of the COMPREHENSIVE READING PROJECT)
Abstract

ADMINISTRATOR:	Katherine C. Jackson
HEADQUARTERS:	District 4 Reading Office
TELEPHONE:	CE 5-1706, -7, -8
PBRS CODE:	611-02(03,04,05)-574
OPERATING YEARS:	1970-1976
GRADES SERVED:	K-12
NO. OF PUPILS:	18,847
NO. OF SCHOOLS:	26
NO. OF EMPLOYEES:	Professional 10, Paraprofessional 139, Clerical 2
CURRENT BUDGET:	Regular $749,000, Summer $13,000, Total $762,000
SERVICE PROVIDED:	Intensive instruction in reading, appropriate for each grade level, aiming to improve the reading skills of pupils served.
EVALUATION TEAM:	Sharon Rose, Nicholas Rongione

OBSERVED ACTIVITIES

The school year 1975-1976 saw the continuation in District 4 of many aspects of the reading program initiated in previous years. However, this year saw the incorporation of alternatives and innovations. As 75% of the schools in District 4 were Title-I-eligible, the effects of the Title I reading program were widely felt. There was more extensive testing of students within the district.

Secondary students were grouped for reading according to their Total Reading scores on the CAT rather than on results of an informal reading inventory. Where the need indicated, many more of these students were assigned to reading classes than had previously been the case.

The reading instruction in secondary schools had previously been conducted, to a large extent, by substitutes. Beginning in 1975, teachers were appointed specifically to teach reading. One classroom aide for reading was also added to the two or more already assigned. New reading aides and teachers of reading were assigned to certain elementary schools.

The orientation for new teachers had consisted, heretofore, of 15 initial hours of staff development spread over many areas of the curriculum. The new Title I teachers of reading initially received 15 hours of reading staff development. Similarly, ongoing staff development was increased from about two hours per month to five hours per month.

At the elementary level, the specific materials used throughout the district for reading instruction were not changed significantly from those employed in previous years. However, Title-I-eligible students worked with materials designated as part of the basic program and with additional materials designated as part of the Title I program.

For the first time textbook companies provided correlations of skills from each of their textbook series with the Philadelphia Pupil Competencies in Reading to enable more consistent and intensive reading instruction.

ATTAINMENT OF OBJECTIVES

Objective 1: To decrease by 20% the proportion of pupils in Grades 3, 4, and 6 who score below the 16th percentile on the CAT.

This objective was partially attained. The 20% criterion was met in Grade 3 only. In 1975, 23%, 28%, and 29% of students in Grades 3, 4, and 6 respectively scored below the 16th percentile. In 1976, these percentages were 15, 25, and 29.

Objective 2: To decrease by 30% the proportion of pupils in Grade 5 who score below the 16th percentile on the CAT.

This objective was not attained. In 1975, 36% of students in Grade 5 scored below the 16th percentile. In 1976, this percentage was 33%.

Objective 3: To decrease by 16% the proportion of pupils in Grades 3, 4, 5, and 6 who score between the 16th and 49th percentiles on the CAT.

This objective was not attained. In 1975, 43%, 42%, 43%, and 47% of students in Grades 3, 4, 5, and 6 respectively scored between the 16th and 49th percentiles. In 1976, the respective percentiles were 44, 44, 44, and 47.

Objective 4: To continue to decrease, by 8%, the percentage of students in Grades 7-9 scoring below the 16th percentile on the CAT.

This objective was partially attained. The 8% criterion was met in Grade 7 only. In 1975, 34%, 37%, and 35% of students in Grades 7, 8, and 9 respectively scored below the 16th percentile. In 1976, these percentages were 31, 45, and 36 respectively.

Objective 5: To decrease by 8% the percentage of students scoring between the 16th and 49th percentiles in Grades 7-9 on the CAT.

This objective was partially attained. The specified decrease occurred in Grade 8 only. In 1975, 43%, 44%, and 42% of students in Grades 7, 8, and 9

respectively scored between the 16th and 49th percentiles. In 1975, the respective percentages were 46, 35, and 46.

Objective 6: To decrease by 5% the percentage of students scoring between the 16th and 49th percentiles on the CAT in Grade 10.

This objective was not attained. In 1975, 40% of students in Grade 10 scored between the 16th and 49th percentiles. In 1976, 42% of the students scored at this level.

Objective 7: To decrease by 5% the percentage of students scoring below the 16th percentile on the CAT in Grade 11.

This objective was not attained. In 1975, 48% of students in Grade 11 scored below the 16th percentile. In 1976, 65% scored below the 16th percentile.

Objective 8: To decrease by 5% the percentage of students in Grade 11 scoring between the 16th and 49th percentiles on the CAT.

This objective was not attained. In 1975, 34% of students in Grade 11 scored between the 16th and 49th percentiles. In 1976, the percentage was reduced to 30%.

Objective 9: To decrease by 5% the percentage of students scoring between the 16th and 49th percentiles on the CAT in Grade 12.

This objective was attained. In 1975, 42% of 12th-grade students scored between the 16th and 49th percentiles. In 1976, this percentage was reduced to 34.

IMPACT

The project was fully implemented in 1975-1976. An increased number of students were tested in 1976, particularly at the secondary school level. There was increase in the number of regularly appointed reading teachers, all of whom received intensive preliminary and ongoing staff development. Students identified as having significant educational deficiencies in reading in Grades 3, 4, 5, 7, 11, and 12 improved in reading as measured by the CAT.

DISTRICT 5 READING
(A Component of the COMPREHENSIVE READING PROJECT)
Abstract

ADMINISTRATOR: Irving Rosen
HEADQUARTERS: District 5 Education Services Center
TELEPHONE: BA 6-5131, -2
PBRS CODE: 611-02(03,04,05)-575
OPERATING YEARS: 1970-1976
GRADES SERVED: K-12
NO. OF PUPILS: 16,271
NO. OF SCHOOLS: 28
NO. OF EMPLOYEES: Professional 1, Paraprofessional 244, Clerical 0
CURRENT BUDGET: Regular $745,000, Summer $3,000, Total $748,000
SERVICE PROVIDED: Intensive instruction in reading, appropriate for each grade level, aiming to improve the reading skills of pupils served.
EVALUATION TEAM: Alan Solomon, Jay Rosemoff

OBSERVED ACTIVITIES

Observations of the Title I Reading component took place throughout the school year.

For the most part, funds were being used to support reading-aide service. These aides assisted teachers by preparing materials, marking tests, and working with individuals and small groups.

Lippincott Basic Reading was the district's primary instructional vehicle. In all observations, Lippincott teachers were using the program in accordance with the publisher's directions. For those students experiencing difficulty in Lippincott, BRL/Sullivan was used. Observation of this activity also indicated that the publisher's instructions were being followed.

ATTAINMENT OF OBJECTIVES

Objective 1: No more than 15% of all kindergarten children will score below the 16th percentile on the Letters & Sounds subtest of the Stanford Early School Achievement Test (SESAT).

This objective was attained. Of 1,235 kindergarten pupils who took the test, 120 (10%) scored below the 16th percentile.

Objective 2: No more than 15% of all kindergarten children will score below the 16th percentile on the Aural Comprehension subtest of the SESAT.

The objective was attained. Of 1,227 kindergarten pupils who took the test, 182 (14.8%) scored below the 16th percentile.

Objective 3: There will be a reduction of at least 5% in the number of kindergarten pupils scoring below the 50th percentile in the Letters & Sounds subtest of the SESAT.

This objective was not attained. In 1976, of 1,235 kindergarten pupils, 455 (37%) scored below the 50th percentile in Letters & Sounds. In 1975, of 1,054 kindergarten pupils, 315 (30%) had scored below the 50th percentile.

Objective 4: No more than 13% of all Year 1 pupils will score below the 16th percentile in Total Reading on the California Achievement Tests (CAT).

This objective was attained. Of 1,327 Year 1 students, 145 (12%) scored below the 16th percentile.

Objective 5: There will be a reduction of at least 5% in the number of pupils (Grades 1-12) scoring below the 50th percentile in Total Reading on the CAT.

This objective was not attained. In 1975, 15,623 Title I students in Grades 1-12 had Total Reading scores; of these students, 12,142 (78%) scored below the 50th percentile. In 1976, 16,237 Title I students in Grades 1-12 had Total Reading scores; of these students, 12,797 (79%) scored below the 50th percentile.

Objective 6: No more than 18% of all Grade 2 pupils will score below the 16th percentile in Total Reading on the CAT.

This objective was attained. Of 1,409 Grade 2 pupils, 188 (13%) scored below the 16th percentile.

Objective 7: No more than 27% of all Grade 3 pupils will score below the 16th percentile in Total Reading on the CAT.

This objective was not attained. Of 1,567 Grade 3 pupils, 449 (29%) scored below the 16th percentile.

Objective 8: No more than 29% of all Grade 4 pupils will score below the 16th percentile in Total Reading on the CAT.

This objective was not attained. Of 1,517 Grade 4 pupils, 449 (29.6%) scored below the 16th percentile in Total Reading.

Objective 9: No more than 41% of all Grade 5 pupils will score below the 16th percentile in Total Reading on the CAT.

This objective was not attained. Of 1,434 Grade 5 students, 630 (43%) scored below the 16th percentile in Total Reading.

Objective 10: No more than 38% of all Grade 6 pupils will score below the 16th percentile in Total Reading on the CAT.

This objective was attained. Of 1,386 Grade 6 pupils, 488 (35%) scored below the 16th percentile.

Objective 11: No more than 45% of all Grade 7 pupils will score below the 16th percentile in Total Reading on the CAT.

This objective was not attained. Of 1,925 Grade 7 pupils, 919 (48%) scored below the 16th percentile.

Objective 12: No more than 41% of all Grade 8 pupils will score below the 16th percentile in Total Reading on the CAT.

This objective was not attained. Of 1,867 Grade 8 pupils, 940 (50%) scored below the 16th percentile.

Objective 13: No more than 44% of all Grade 9 pupils will score below the 16th percentile in Total Reading on the CAT.

This objective was not attained. Of 1,884 Grade 9 students, 863 (46%) scored below the 16th percentile.

Objective 14: No more than 45% of all Grade 10 pupils will score below the 16th percentile in Total Reading on the CAT.

This objective was not attained. Of 899 Grade 10 pupils, 689 (77%) scored below the 16th percentile.

Objective 15: No more than 51% of all Grade 11 pupils will score below the 16th percentile in Total Reading on the CAT.

This objective was not attained. Of 561 Grade 11 pupils, 452 (80%) scored below the 16th percentile.

Objective 16: No more than 47% of all Grade 12 pupils will score below the 16th percentile in Total Reading on the CAT.

This objective was not attained. Of 461 Grade 12 pupils, 328 (71%) scored below the 16th percentile.

IMPACT

Over the district, a slight loss in CAT scores occurred between 1975 and 1976. Further analysis revealed that each of the first four grades improved. Moreover, this improvement has been consistent since the inception of the District 5 Reading Project in 1970.

On the other hand, secondary student performance has declined. This phenomenon has offset the rise in the lower elementary grades and negatively affected the overall district ratings. More intensive secondary school monitoring by program personnel has been planned for next year.

DISTRICT 6 READING
(A Component of the COMPREHENSIVE READING PROJECT)
Abstract

ADMINISTRATOR:	Norman Kline
HEADQUARTERS:	District 6 Education Services Center
TELEPHONE:	IV 2-8293
PBRS CODE:	611-02(03,05)-576
OPERATING YEARS:	1970-1976
GRADES SERVED:	K-8
NO. OF PUPILS:	8,974
NO. OF SCHOOLS:	16
NO. OF EMPLOYEES:	Professional 4, Paraprofessional 108, Clerical 1
CURRENT BUDGET:	Regular $323,000, Summer None, Total $323,000
SERVICE PROVIDED:	Intensive instruction in reading, appropriate for each grade level, aiming to improve the reading skills of pupils served.
EVALUATION TEAM:	Joseph Gavin

OBSERVED ACTIVITIES

The Title I District 6 Reading project supplements the regular district reading program in 13 Title I elementary, 2 Title I middle schools, and a special education school serving Grades K-12. The District 6 reading team consists of one district reading project manager and 5 supervisors who oversee the delivery of Title I reading services in these schools through on-site visitations, staff development, and consultation services. Each school is visited at least once a month by a reading supervisor.

Two reading planning conferences are conducted at each school by members of the District Reading Team. The spring conference plans the school reading program for the succeeding year. The autumn conference assesses the implementation of the reading program at each school and identifies problem areas requiring attention.

Project evaluators visited all Title I schools except the Widener School (special education). Data submitted by reading personnel in Title I schools and evaluator observations revealed that a traditional basal reading approach is used in 14 of the 15 Title I schools visited in District 6. Six of these schools use either specific skills, linguistic basal, or linguistic-oriented programmed reading approaches in addition to the traditional basal approach. In the remaining school, a combination of linguistic basal and specific skills reading approaches is used.

Both Title-I-eligible middle schools use a traditional basal reading approach in Grade 6. Small-group instruction in specific skills is used in Grades 7 and 8. One school uses subject-matter teachers to teach reading while the other school uses professional reading teachers for this purpose.

The 15 schools were visited at least once by two evaluators dring February and March. In each school, a conference with the principal and/or reading teacher was held. Twenty-three Title I supplementary reading classes in Grades 1-8 were observed in these schools.

At the end of March, 8,685 Title-I-eligible pupils in Grades K-8 were enrolled in the Title-I-eligible schools. This includes pupils in special classes. Approximately 7% (646) of these pupils were not receiving Title I supplementary reading services due to reported scheduling difficulties and/or personnel shortages.

In 20 of the 23 Title I supplementary reading classes observed, reading services were being delivered to groups of pupils ranging in size from 4 to 17. The median was 8 pupils in a reading instructional group.

Of the 20 small-group Title I supplementary reading classes, 15 were removed from the regular classroom, usually to a separate room which was equipped and structured specifically for reading. The five other groups remained in the regular classroom in an area partitioned off from the rest of the room.

In the remaining 3 Title I supplementary reading classes observed, instruction was provided to entire Title-I-eligible classrooms by regular classroom teachers and paraprofessional aides.

Fourteen of the 23 reading groups met five times a week and nine met three or fewer times a week. The average length of the 23 observed supplementary reading classes was 43 minutes.

The most frequently observed combination of reading activities was that of silent or oral reading followed by an oral or written comprehension exercise. This reading-activity sequence occurred in 15 of the 23 observations. In the remaining 8 observations and in portions of the 15 directed reading lessons, varied activities occurred. These activities included (in the order of their frequency of occurrence) analytic decoding, structural analysis, grammar exercises, vocabulary development, listening, and independent reading.

ATTAINMENT OF OBJECTIVES

Objective 1: From February 1975 to February 1976, the percentages of secondary students in Title I schools obtaining Total Reading scores on the California Achievement Tests (CAT) below the 16th percentile, and above the 15th percentile but below the 33rd, will decrease more than the percentages of secondary students in non-Title-I schools scoring in the same achievement groups.

This objective was partially attained. Title I schools made greater progress than the non-Title-I schools in reducing the percentage of secondary students scoring below the 16th percentile. However, this progress did not occur for students who had scored at the 16th through 32nd percentiles in 1975.

In 1975, 35% of the Title I secondary students scored below the 16th percentile. In 1976, this percentage decreased by 2 points to 33%. In non-Title-I schools, the percentage scoring below the 16th percentile increased by 2 points, from 20% to 22%. Thus, the percentage of seventh and eighth graders scoring below the 16th percentile decreased in Title I schools between 1975 and 1976 but increased in non-Title-I schools during the same period.

In both Title I and non-Title-I schools, the changes at the secondary level occurred at the eighth-grade level. The seventh-grade percentage within this distribution remained stable from 1975 to 1976.

The progress made in Grade 8 occurred in both middle schools and one of the two elementary schools that included eighth grade. One middle school also reduced the percentage of seventh graders achieving below the 16th percentile from 41% to 28%. At this school, small classes with reading teachers as mandated by Title I guidelines were implemented early in the school year.

In the 16th-through-32nd-percentile range, the percentage of Title I secondary students increased by 2 points, from 25% to 27%, from 1975 to 1976. The increase in Title I schools was primarily due to seventh-grade results, which showed an increase of 4 percentage points, from 23% to 27%. The increase occurred in the two middle schools.

Objective 2: From February 1975 to February 1976, the percentages of elementary students in Title I schools obtaining Total Reading scores on the CAT below the 16th percentile, and above the 15th percentile but below the 50th, will decrease more than the percentage of elementary students in non-Title-I schools scoring in the same achievement groups.

This objective was not attained. The percentages of Title I students scoring in the specified achievement groups did not decrease more than the percentage of non-Title-I students scoring in the same achievement groups. In Title I elementary schools, 24% of the students scored below the 16th percentile in 1975 and 23% in 1976--a decrease of 1 percentage point.

In non-Title-I elementary schools, 15% of the students scored below the 16th percentile in 1975 as compared to 13% in 1976--a decrease of 2 percentage points.

In 1975, 40% of the Title I elementary students scored at the 16th through 49th percentiles as compared to 42% in 1976--an increase of 2 percentage points.

In 1975, 36% of the non-Title-I elementary students scored at the 16th through 49th percentiles as compared to 35% in 1976--a decrease of 1 percentage point.

In both Title I and non-Title-I schools, progress in reducing the number of students below the 16th percentile was made in Grades 4-6. Progress in reducing the percentage of students below the 50th percentile was made in Year 1 and Grades 4 and 5 in both groups of schools. The percentage below the 50th percentile also decreased in Year 3 in Title I schools and Grade 6 in non-Title I schools.

Objective 3: From February 1975 to February 1976, the percentages of Title I kindergarten pupils scoring above the 50th percentile on the Letters & Sounds, Environment, and Aural Comprehension subtests of the Stanford Early School Achievement Test (SESAT) will increase by five points.

This objective was not attained. The percentage of Title I kindergarten pupils scoring above the 50th percentile did not increase by 5 points.

In 1975, 51% of the Title I kindergarten students scored above the 50th percentile on the Environment subtest as compared to 50% of the students in 1976--a decrease of 1 percentage point.

In both years, 74% of the Title I kindergarten students scored above the 50th percentile on the Letters & Sounds subtest.

In 1975, 54% of the kindergarten students scored above the 50th percentile in the Aural Comprehension subtest as compared to 55% of the students in 1976--an increase of 1 percentage point.

IMPACT

In all 15 Title-I-eligible schools, supplementary reading instruction was provided to low-achieving students. Nearly all eligible students (93%) received supplementary services from the District 6 Reading project.

The majority of the students received instruction daily in small groups removed from the classroom to areas equipped for reading instruction. The most frequently observed reading activity was directed reading.

Title I schools made greater progress than non-Title-I schools in reducing the percentage of students below the 16th percentile. Most of this progress occurred in Grade 8. The one middle school which implemented a new program using professional reading teachers to provide small-group instruction in specific skills made gains in both Grades 7 and 8.

In secondary Grades 7 and 8, the percentages of students in both Title I and non-Title-I schools achieving below the 33rd percentile were unchanged from 1975 to 1976.

Overall, the objective of reducing the percentage of low achievers in the elementary schools was not attained. Progress in reducing the number of Title I students scoring below the 16th percentile was made in Grades 4, 5, and 6. Progress in reducing the number of Title I students scoring below the 50th percentile was made in Grades 1, 3, 4, and 5. Thus progress was made more frequently in the intermediate grades than the primary grades.

The objective of increasing by 5 percentage points the percentage of students achieving above the 50th percentile in the Environment, Letters & Sounds, and Aural Comprehension subtests of the SESAT was not attained.

DISTRICT 7 READING
(A Component of the COMPREHENSIVE READING PROJECT)
Abstract

ADMINISTRATOR: Reeda Kravinsky
HEADQUARTERS: Horn Curriculum Center
TELEPHONE: JE 5-3531, -2
PBRS CODE: 611-02 (03,04)-577
OPERATING YEARS: 1970-1976
GRADES SERVED: K-9
NO. OF PUPILS: 4,655
NO. OF SCHOOLS: 13
NO. OF EMPLOYEES: Professional 5, Paraprofessional 68, Clerical 1
CURRENT BUDGET: Regular $290,000, Summer None, Total $290,000
SERVICE PROVIDED: Intensive instruction in reading, appropriate for each grade level, aiming to improve the reading skills of pupils served.
EVALUATION TEAM: Alan Solomon

OBSERVED ACTIVITIES

The Title I District Reading project was observed through the entire 1975-1976 school year. Ten schools--eight elementary, one middle, and one junior high--were eligible for Title I services. In the preceding school year, six schools were eligible. One elementary school, the Intensive Learning Center, was discontinued and four were added. One junior high acquired eligibility. Several special centers were also eligible for service.

For the most part, Title I funds were used to support reading-aide positions. These aides performed various tasks in the instructional process for Title I students. They worked with small groups, graded papers, and passed out materials, among other activities. No materials were used on a districtwide basis. However, each school employed specific skills activities in its program. These activities supplemented the ongoing program.

As a result of the Title I position freeze, seven aide slots were unfilled as of March 1 and remained vacant until the end of the school year. Four of the seven positions were in the reading project and three in Follow Through. Consequently, 348 (5.9%) of the district's 5,847 Title-I-eligible children were not receiving this service through this period of time.

Six of the eight Title I elementary schools had Benchmark programs. Five schools offered bilingual programs or English to Speakers of Other Languages.

In addition to reading and Follow Through aides, parent scholars and volunteers offered service. They worked with Title I students either individually or in small groups.

Observations revealed that the whole-group method was generally employed for reading instruction. The most frequently observed reading activity was analytic decoding. This included instruction in phonics, long and short vowels, consonant blends, initial consonants, and structural analysis. These analytic decoding activities were observed exclusively in six reading-instructional groups. In four classes, the evaluator observed a directed-reading-activity sequence of silent-to-oral reading followed by an oral or written comprehension exercise. Generally, the reading activities were varied and included silent and oral reading, spelling, analytic decoding, written and oral comprehension, vocabulary development, and structural analysis. During two primary-grade reading-class observations, pupils were working on basic skills such as letter or word recognition.

ATTAINMENT OF OBJECTIVES

Objective 1: There will be a reduction of 5% in the number of Title I kindergarten pupils scoring below the 50th percentile on the Letters & Sounds and Aural Comprehension subtests of the Stanford Early School Achievement Test.

The objective was partially attained. In 1975, 382 pupils took the Letters & Sounds subtest. Of these pupils, 153 (40%) scored below the 50th percentile. In 1976, 721 pupils took the subtest. Of these pupils, 176 (24%) scored below the 50th percentile. Only this portion of the objective was attained.

Objective 2: There will be a reduction of 5% in the number of Title I pupils (Grades 1-8) scoring below the 50th percentile in Total Reading on the California Achievement Tests.

The objective was not attained. In 1975, 3,172 students in Grades 1-8 in Title I schools received Total Reading scores; of these, 2,376 (75%) scored below the 50th percentile. In 1976, 6,237 students in Grades 1-8 in Title I schools received Total Reading scores; of these, 4,572 (73%) scored below the 50th percentile.

Objective 3: Ninety percent of kindergarten pupils will attain upper-case alphabet mastery and 85% will show lower-case alphabet mastery by June 1976.

The objective was not attained. Information was obtained for 867 kindergarten pupils in eight Title I schools. Of these pupils, 510 (59%) showed upper-case mastery and 405 (47%) showed lower-case mastery.

Objective 4: Ninety-five percent of Grade 1 pupils will attain upper-case alphabet mastery and 90% will show lower-case mastery by June 1976.

The objective was not attained. Information was obtained for 909 first-grade students in eight Title I schools. Of these students, 798 (88%) showed upper-case mastery and 733 (81%) showed lower-case mastery.

Objective 5: Ninety-eight percent of Grade 2 pupils will show upper-case alphabet mastery and 95% will show lower-case mastery by June 1976.

The objective was not attained. Information for 697 Grade 2 students was obtained from six Title I schools. Of these students, 571 (82%) showed upper-case mastery and 535 (77%) showed lower-case mastery.

Objective 6: Twenty percent of the kindergarten pupils will master Form A of the phonics inventory by June 1976.

Attainment of the objective could not be determined. Form A phonics-inventory data were not collected from kindergarten children in the 1975-1976 school year.

Objective 7: Seventy percent of Grade 1 pupils will master Form A of the phonics inventory by June 1976.

The objective was not attained. Data were collected for 823 first-grade students in eight Title I elementary schools. For initial consonants, 494 students (60%) achieved mastery. For final consonants, 462 students (56%) achieved mastery. For rhyming words, 322 students (39%) achieved mastery.

Objective 8: Eighty percent of Grade 2 pupils will master Form A of the phonics inventory by June 1976.

The objective was considered partially attained. Data were collected for 713 second-grade students in eight Title I elementary schools. For initial consonants, 584 (82%) achieved mastery. For final consonants, 551 students (77%) achieved mastery. For rhyming words, 487 students (68%) achieved mastery.

Objective 9: Ninety percent of Grade 3 pupils will master Form A of the phonics inventory and 40% will master Form B.

The objective was considered partially attained. Data were collected for 770 third-grade students in eight Title I elementary schools. For initial consonants, 601 students (78%) achieved mastery. For final consonants, 624 (81%) achieved mastery. For rhyming words, 619 (80%) achieved mastery. Thus the portion of the objective relating to Form A was not attained.

For blends, 435 students (56%) achieved mastery. For digraphs, 609 students (79%) achieved mastery. For three-letter combinations, 517 students (67%) achieved mastery. For final sounds, 473 students (61%) achieved mastery. For

long and short vowels, 323 students (41%) achieved mastery. For other vowel sounds, 247 students (32%) achieved mastery. Therefore, the portion of the objective realating to Form B was considered partially attained.

Objective 10: Sixty percent of Grade 4 pupils will master Form B of the phonics inventory.

The objective was considered partially attained. Data were collected from 670 fourth-grade students in eight Title I elementary schools. For blends, 457 students (68%) achieved mastery. For digraphs, 591 students (88%) achieved mastery. For three-letter combinations, 540 students (80%) achieved mastery. For final sounds, 507 students (76%) achieved mastery. For long and short vowels, 324 students (48%) achieved mastery. For other vowel sounds, 299 students (45%) achieved mastery.

Objective 11: Seventy-five percent of Grade 5 pupils will master Form B of the phonics inventory.

The objective was considered partially attained. Data were collected for 581 fifth-grade students in eight Title I elementary schools. For blends, 432 students (74%) achieved mastery. For digraphs, 536 students (92%) achieved mastery. For three-letter combinations, 500 students (86%) achieved mastery. For final sounds, 469 students (81%) achieved mastery. For long and short vowels, 370 students (64%) achieved mastery. For other vowel sounds, 289 (50%) achieved mastery.

Objective 12: Ninety percent of Grade 6 pupils will master Form B of the phonics inventory.

The objective was not attained. Data were collected for 699 sixth-grade students in eight elementary schools. For blends, 566 students (81%) achieved mastery. For digraphs, 647 students (93%) achieved mastery. For three-letter combinations, 605 students (87%) achieved mastery. For final sounds, 588 students (84%) achieved mastery. For long and short vowels, 456 students (65%) achieved mastery. For other vowel sounds, 436 students (62%) achieved mastery. Only in the case of digraphs was there a 90% mastery rate.

IMPACT

Title I monies were used to fund paraprofessional positions and purchase instructional aids and materials. By virtue of this support, Title I schools were able to maintain their past achievement relationship with those schools not receiving such aid. No meaningful changes in national percentile rankings occurred. The Title-I-eligible schools maintained their relative rankings within the district.

IMPROVEMENT OF READING SKILLS "A" AND "B"
(A Component of the COMPREHENSIVE READING PROJECT)
Abstract

ADMINISTRATOR:	Marjorie Farmer
HEADQUARTERS:	Room 322, 21st Street and Parkway
TELEPHONE:	299-7787
PBRS CODE:	611-02-666
OPERATING YEARS:	1966-1976
GRADES SERVED:	3-7
NO. OF PUPILS:	3,200
NO. OF SCHOOLS:	16 Public, 3 Nonpublic
NO. OF EMPLOYEES:	Professional 16, Paraprofessional 22, Clerical 1
CURRENT BUDGET:	Regular $372,000, Summer None, Total $372,000
SERVICE PROVIDED:	Individualized instruction for seriously deficient readers through the use of selected reading materials and audiovisual aids, ("A") in a Reading Skills Center, or ("B") using a teacher shared by a public school and a nonpublic school.
EVALUATION TEAM:	Arnold Escourt, Carrolyn Iwamoto, Fleta B. Waters

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OBSERVED ACTIVITIES

The project was fully implemented in accord with its intended mode of operation for both components. Thirteen reading centers (Part "A") provided an individualized diagnostic-prescriptive program using a reading teacher and one full-time and one half-time aide in an established reading room.

Three pairs of public and nonpublic schools were served by the shared-time program (Part "B"). Each pair of schools (one public and one nonpublic) was served by a reading teacher. Approximately 300 children received reading instruction at the six sites.

Annual records kept for all children who attended regularly indicated that more than 1,600 of the pupils received the project's services at least three times each week. Of these pupils, 9% had been served for three years, 18% for two years, and 73% were first-year participants.

ATTAINMENT OF OBJECTIVES

Objective 1: Pupils participating in this project three or more times a week during the school year will improve their vocabulary/comprehension skills as indicated by fall and spring administration of informal reading inventories (IRIs). A minimum of 75% of the group will gain one book level and 55% will gain two book levels.

This objective was fully attained. Of the pupils who attended three or more times each week, 88% gained at least one book level based on the IRI instructional level. A gain of at least two book levels was attained by 61% of the participating pupils.

Objective 2: Pupils participating in this project three or more times a week during the school year will improve their decoding skills to the extent of a 20% gain in the mean score on the 64-item Botel Phonics Inventory administered in September and May.

This objective was attained. The mean score on the September pretest was 40.9; on the May posttest, 50.6. The gain of 9.7 points (23.7%) surpassed the 20% criterion.

Phonics achievement of the children in 1975-1976 slightly exceeded that of the previous year's pupils. In the current year, 31% of participating pupils attained 90% mastery of the items tested.

IMPACT

The Improvement of Reading Skills "A" and "B" project has continued to be implemented according to its planned mode of operation; however, Part "B" was reduced from eight pairs of schools to three pairs, primarily because of budgetary considerations. Although very deficient in reading skills, the children participating in the project were able to make excellent progress. Sixty-one percent of the pupils gained two book levels, equivalent to one year of reading progress, and 31% gained mastery of the phonics skills that were tested.

IMPROVEMENT OF READING SKILLS "C"
(A Component of the COMPREHENSIVE READING PROJECT)
Abstract

ADMINISTRATOR: Charles McLaughlin
HEADQUARTERS: 2901 W. Allegheny Avenue
TELEPHONE: BA 5-1914
PBRS CODE: 611-06-718
OPERATING YEARS: 1968-1976
GRADES SERVED: 2-8
NO. OF PUPILS: Nonpublic 1,360
NO. OF SCHOOLS: 34
NO. OF EMPLOYEES: Professional 36, Paraprofessional 0, Clerical 0
CURRENT BUDGET: Regular $235,000, Summer None, Total $235,000
SERVICE PROVIDED: Pupils receive at least three hours of remedial reading instruction weekly.
EVALUATION TEAM: Marion Kaplan, Larry Aniloff*, Camilla Grigsby

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OBSERVED ACTIVITIES

The project's intended mode of operation was fully implemented. In all schools, pupils received supplemental reading instruction three to four hours per week. The teachers usually grouped their classes by grade level. When there were two classes on one grade level, pupils were grouped by reading level. Most teachers met three or four instructional groups per day. The groups ranged in size from seven to nine pupils. The instructional periods ranged in length from 45 minutes to an hour. In most cases pupils worked in small groups with the reading teacher acting as a resource person. The two areas where most pupils in the project had reading difficulties were comprehension and word-attack skills. These also were the areas where pupils received the most instruction.

During the course of a lesson, pupils usually engaged in at least three different activities. Widely varied materials were used for skill development.

ATTAINMENT OF OBJECTIVES

Objective 1: Project pupils will increase their reading-achievement levels to the extent that 90% of them gain at least one book level and 60% gain two or more book levels between September pretest and May posttest on a group informal reading inventory.

The objective was attained. On informal reading inventories administered in September and May, 94% of the pupils gained at least one book level, and 80% gained at least two levels.

Objective 2: Project pupils will improve their decoding skills to the extent that there is an increase of 20 points in the percentage of pupils attaining an 80% mastery score (68 or more correct out of 85 items) on a project-specific phonics inventory between September pretest and May posttest.

The objective was attained. On the September pretest, 37% of the pupils attained the specified 80% mastery score; on the May posttest, 79% did so. The increase of 42 percentage points surpassed the 20-point expectation.

IMPACT

The Improvement of Reading Skills "C" project, which provided part-time remedial reading instruction, was found to be fully implemented. It appeared to be well organized and to be making efficient use of its resources.

Both project objectives were attained. In reading achievement, 94% of the pupils (more than the expected 90%) gained at least one book level, and 80% (more than the expected 60%) gained at least two book levels in a year's time. The criterion for phonics mastery (a 20-point gain in the percentage of pupils attaining mastery) also was exceeded; there was a gain of 42 percentage points.

The project has been successful in helping a large number of children who had reading difficulties.

INDIVIDUALIZED EDUCATION CENTER
(A Component of the COMPREHENSIVE READING PROJECT)
Abstract

ADMINISTRATOR: Charles McLaughlin
HEADQUARTERS: 2901 W. Allegheny Avenue
TELEPHONE: BA 5-1914
PBRS CODE: 611-06-733
OPERATING YEARS: 1968-1976
GRADES SERVED: 1-8
NO. OF PUPILS: 200
NO. OF SCHOOLS: 1
NO. OF EMPLOYEES: Professional 1, Paraprofessional 6, Clerical 0
CURRENT BUDGET: Regular $84,000, Summer None, Total $84,000
SERVICE PROVIDED: Children receive individualized instruction in language arts and mathematics for approximately one half of each school day.
EVALUATION TEAM: William E. Loue III, Judith Green Leibovitz, Lisbeth R. Sklar

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OBSERVED ACTIVITIES

The project's intended mode of operation was fully implemented. In contrast with previous years, the fact that six of the eight teachers were new to the project did not prevent implementation of individualized instructional practices early in the school year. The Individualized Education Center (IEC) had sufficient instructional materials and multimedia equipment in each classroom to provide appropriate and necessary learning experiences for each pupil according to his/her actual instructional level. Attempts to individualize instruction were supported by paraprofessional assistance, a full-time reading teacher, a supplemental tutoring program, and the availability of the Fountain Valley Teacher Support System and the Continuous Progress Program of the Archdiocese of Philadelphia.

ATTAINMENT OF OBJECTIVES

Objective 1: Project pupils will develop basic skills in reading during the 1975-1976 school year to the extent evidenced by at least maintaining their national percentile ranks from the previous school year on the Reading Vocabulary and Reading Comprehension sections of the California Achievement Tests.

This objective was partially attained. Between May 1975 and May 1976, current Grades 2, 5, 6 and 8 exhibited gains in average score on the Reading Vocabulary section of the California Achievement Tests which were sufficient to maintain or improve their national percentile ranks. Current Grades 2, 3, 5, 6, 7, and 8

maintained or improved their national percentile ranks in Reading Comprehension. Only Grades 3, 4, and 7 in Reading Vocabulary and Grade 4 in Reading Comprehension failed to maintain their percentile ranks of the previous year.

Objective 2: Project pupils will develop basic skills in mathematics during the 1975-1976 school year to the extent evidenced by at least maintaining their national percentile ranks from the previous school year on the Mathematics Computation and Mathematics Concepts & Problems sections of the California Achievement Tests.

This objective was partially attained. Between May 1975 and May 1976, current Grades 2, 5, 6, and 8 exhibited gains in average score on the Mathematics Computation section of the CAT which were sufficient to maintain or improve their national percentile ranks. Current Grades 2, 3, 5, 6, and 8 maintained or improved their national percentile ranks on the Mathematics Concepts & Problems section. Only Grades 3, 4, and 7 in Computation and Grades 4 and 7 in Concepts & Problems failed to maintain their percentile ranks of the previous year.

Objective 3: With the assistance of paraprofessionals and a reading specialist teacher, project teachers will implement a system of individualized instruction in basic academic skill areas (reading, language arts, and mathematics) as determined by systematic observations of IEC classrooms with the Learning Environment Checklist. The following criteria will be applied: (a) with respect to classroom grouping arrangements, pupils will be working in small groups (2 to 10 pupils) and/or as individuals during at least 85% of observed time; (b) with respect to the level of instructional differentiation, in less than 5% of observed time will all pupils be working on the same assignment; (c) with respect to the role of the teacher, in at least 50% of observed time the teachers will be actively guiding and/or assisting groups or individuals; (d) with respect to the activities of the paraprofessionals, at least 25% of observed time will be devoted to working with individual children; and (e) with respect to the pupils' activities, at least 25% of observed time will be devoted to individual activities (self-selected or teacher-directed).

This objective was partially attained. Parts a, b, and e were attained; parts c and d were not.

During 33 classroom observations, IEC teachers were attempting to individualize instruction through effective grouping procedures, teacher-directed and pupil-selected individual activities, and the judicious use of a wide variety of available multimedia equipment and instructional materials.

During the evaluation team's observations pertaining to respective parts of the objective, (a) pupils were working in small groups and/or as individuals during 89% of observed time, (b) all pupils were working on the same assignment

during only 3% of observed time, (c) teachers were guiding and/or assisting groups or individuals during 45% of observed time, (d) paraprofessionals were working with individual children during 10% of observed time, and (e) pupils were pursuing individual activities during 33% of observed time.

IMPACT

The IEC was fully implemented and continued to provide a compensatory program of individualized instruction designed to remediate pupils' academic weaknesses. Pupils in most grades evidenced growth in basic academic skills by at least maintaining their national percentile ranks on appropriate sections of the California Achievement Tests (Reading Vocabulary, Reading Comprehension, Mathematics Computation, and Mathematics Concepts & Problems). Moreover, the project may serve as a model for the voluntary integration of children bussed from different neighborhoods within the city.

INTENSIVE READING FOR SECONDARY STUDENTS
(A Component of the COMPREHENSIVE READING PROJECT)
Abstract

ADMINISTRATOR:	Philip Pitis and District Reading Managers
HEADQUARTERS:	Room 505 B, 21st Street and Parkway
TELEPHONE:	299-7718
PBRS CODE:	611-18-579
OPERATING YEARS:	1975-1976
GRADES SERVED:	7-12
NO. OF PUPILS:	36,597
NO. OF SCHOOLS:	37
NO. OF EMPLOYEES:	Professional 234, Paraprofessional 11, Clerical 0
CURRENT BUDGET:	Regular $2,303,015, Summer None, Total $2,303,015
SERVICE PROVIDED:	Title I secondary students with reading deficits receive intensive instruction in reading via the assignment of additional reading personnel and reading periods in small-group instructional classes in accordance with the court order of August 4, 1975.
EVALUATION TEAM:	Louis Scheiner

OBSERVED ACTIVITIES

The project was fully operational by October 1, 1975. A team of 20 state monitors visited the 23 junior high/middle schools and 11 senior high schools and reported that, as stipulated in the court order, (a) at least 318 teachers of reading were assigned to provide instruction to Title I children, (b) identified students were rostered to their proper classes, and (c) proper class sizes were being maintained (15 for students scoring below the 16th percentile and 20 for those scoring at the 16th through 32nd percentiles).

A survey of data for a three-week sample period in March 1976 indicated that the average number of junior high/middle school students enrolled per class was 13.7. Teachers reported that the average number of students present per class was 10.6. In 43% of the classes, 11-15 students were present; in 41%, 6-10 students were present; in 8%, 16-20 students were present; in 8%, 1-5 students were present. On the average, 0.8 students per period (3%) were reported to have cut the remedial classes. More than two thirds of the classes reported one or two students cutting.

The average number of senior high school students enrolled per class was 12.8. Teachers reported that the average number of students present per class was 7.6. In 21% of the classes, 11-15 students were present; in 45%, 6-10 students were present; in 32% of the classes, less than six students were present. Cutting

appeared to be a serious problem. The average senior high class had 2.1 students per period (16%) cutting remedial classes. One third of the classes had an average of 3-5 cuts per period; 47% reported 1-2 students cutting each period; 20% reported no cuts at all.

From October 1 until March 31, 65% to 73% of all the junior high students and 48% to 57% of all the senior high students in the project attended at least 85% of all the remedial sessions.

Each participating senior high school had at least one paraprofessional assigned as a reading aide. The project director reported that by November 1, all newly appointed teachers had received at least 15 hours of orientation, and, on a monthly basis, five additional hours of training.

One problem resulting from the implementation of this project was that students assigned for three days per week to remedial classes had to drop or be absent from some regular classes in other subjects. Teachers in other curricular areas complained that court-mandated classes were detrimental to students who wished to carry a normal complement of courses.

ATTAINMENT OF OBJECTIVES

Objective 1: All students below the 16th percentile on the junior high school level will receive five additional periods of reading per week in classes which average 15 students.

This objective was fully attained. The state monitors who visited the 23 junior high/middle schools in November 1975 reported full compliance with the court decree. Students below the 16th percentile on the junior high level received five additional periods of reading per week in classes which averaged no more than 15 students per class.

Objective 2: All students below the 16th percentile on the senior and technical high school level will receive three additional periods of reading per week in classes which average 15 students.

This objective was fully attained. The state monitors, after visiting the 11 senior high schools in November 1975, certified complete compliance with the court decree. Students on the senior and technical high school level who had obtained CAT Total Reading scores below the 16th percentile in February 1975 received three additional periods of reading per week in classes which averaged no more than 15 students per class.

Objective 3: All students at the 16th through 32nd percentiles on the junior high school level will receive five additional periods of reading per week in classes which average 20 students.

This objective was fully attained. The state monitors certified complete compliance with the court decree. Students at the junior high level scoring at the 16th through 32nd percentiles in Total Reading on the CAT in 1975 received five additional periods of reading per week in classes which averaged no more than 20 students per class.

Objective 4: All students at the 16th through 32nd percentiles on the senior and technical high school level will receive three additional periods of reading per week in classes which average 20 students.

This objective was fully attained. The state monitors certified complete compliance with the court decree. Students at the senior and technical high school level scoring at the 16th through 32nd percentiles in Total Reading on the CAT in 1975 received three additional periods of reading per week in classes which averaged no more than 20 students per class.

Objective 5: Each school, through the cooperative efforts of the principal and its existing reading teachers, will prepare a plan of implementation that will take into account facilities, instructional materials, scheduling changes, teaching personnel, and other unique factors that will need to be taken into account in order to plan for the most effective implementation of the project.

This objective was fully attained. The project director visited each participating school, reviewed all implementation plans, and reported that a satisfactory plan was found in each school. This finding was verified by state monitors.

Objective 6: Students who are admitted to the program by October 1, and who attend school at least 85% of the time during the first two report periods, will maintain or improve their percentile ranks on the Reading sections of the CAT between the 1975 and 1976 testings.

This objective was partially attained. The project showed most effect with those students in Grades 7-9 and Grade 12 whose CAT Total Reading scores were below the 16th percentile in 1975. Two thirds to three fourths of these students either improved or maintained their percentile ranks on the Vocabulary and Comprehension sections of the CAT. Among students in the same grades who had scored at the 16th through 32nd percentiles in 1975, one half to two thirds either improved or maintained their percentile ranks on the two reading sections. Overall, there was no significant difference in performance between those students who attended at least 85% of the sessions and those who did not.

Students in Grades 10 and 11 did poorly in comparison with students in the other grades. In Grades 10 and 11, one third to 46% of the students who had scored below the 16th percentile in 1975 regressed in percentile rank on the reading sections of the CAT; 50% to 70% of the students who had scored at the 16th through

32nd percentiles showed similar regression. While 10th graders who attended at least 85% of the remedial classes did slightly better than those who did not, 11th graders who attended class less than 85% of the time outperformed those who attended more regularly.

IMPACT

This project was fully implemented in its first year of operation. Identified students were rostered to their proper classes and proper average class sizes were established and maintained. At least 318 teachers of reading were assigned to provide remedial instruction to Title I students.

The project had its greatest impact on students in Grades 7, 8, 9, and 12 who had obtained Total Reading scores below the 16th percentile on the CAT in 1975. Approximately 70% of these students improved or maintained their percentile ranks on the Vocabulary and Comprehension sections of the CAT. Approximately 60% of the students who had scored at the 16th through 32nd percentiles in 1975 improved or maintained their percentile ranks on the same test sections.

Student performance in Grades 10 and 11 was, in general, very poor. Approximately 40% of those who had scored below the 16th percentile lost percentile rank between 1975 and 1976 testings; one half to 70% of the students who had scored at the 16th through 32nd percentiles also regressed.

LANGUAGE ARTS READING CAMPS

(A Component of the COMPREHENSIVE READING PROJECT)

Abstract

ADMINISTRATOR:	Marjorie Farmer
HEADQUARTERS:	Room 322, 21st Street and Parkway
TELEPHONE:	299-7787
PBRS CODE:	611-02-660
OPERATING YEARS:	1968-1976
GRADES SERVED:	K-12
NO. OF PUPILS:	1,800
NO. OF SCHOOLS:	17 Camp Sites
NO. OF EMPLOYEES:	Professional 36, Paraprofessional 0, Clerical 0
CURRENT BUDGET:	Regular None, Summer $29,000, Total $29,000
SERVICE PROVIDED:	Instruction in language-arts and communication skills is provided through individual and group activities in an informal day-camp setting.
EVALUATION TEAM:	Thomas J. Clark, Ethel K. Goldberg, William F. Haggett*

OBSERVED ACTIVITIES

Language Arts Reading Camps (LARC), a six-week summer project, was designed to improve and supplement disadvantaged pupils' competencies in language arts. Operated in the informal setting of a summer day camp at 17 scattered sites, LARC provided learning experiences which motivated pupils to participate actively in oral expression, creative writing, and leisure reading. In the afternoons, day-camp recreational activities such as swimming, hiking, baseball, and field trips took place.

The LARC staff included two language arts teachers, who shared in the coordination of the 17 camps; 17 on-site language-arts teachers; 160 Neighborhood Youth Corps counselors; and 22 Veterans in Public Service from Temple University. The staff provided services through direct instruction, tutoring, planning, and supervision.

Thirty-seven observations, averaging 45 minutes in duration, were made by the evaluation team during the six-week period with the aid of a 15-category observational checklist. Results indicated that students were assigned specific tasks (or groups of tasks) to accomplish. The main teaching strategy was game-like rather than lecture or drill. Activity schedules for teachers and counselors were developed for all activities; planning activities took place at least on a weekly basis. Newspapers were published weekly at most camps, with the counselors and students providing the content.

ATTAINMENT OF OBJECTIVES

Objective 1: At the end of six weeks, participating children will have had a minimum of five verbal functioning experiences (e.g., story telling, creative drama) as determined by the LARC Observational Checklist and the LARC Teacher Questionnaire.

This objective was attained.

The 11 of 17 teachers who returned the LARC Teacher Activity Checklist indicated that they provided six different verbal functioning experiences--including four different activities in language arts, discussions, and creative dramatics--at least once each week of the six-week project. Therefore, at a minimum, participating children experienced at least 36 verbal functioning activities during the project (six different activities during each of the six weeks) exceeding the expected five activities. A variety of verbal functioning activities were observed in used on a regular basis during 37 visits by the evaluators, thus supporting the checklist findings.

Objective 2: At the end of six weeks, participating children will have increased the quantity of their writings by 10% through production of camp newspapers and other creative writings, as determined by the LARC Teacher Questionnaire.

This objective was attained.

The 11 of 17 teachers who returned the LARC Teacher Activity Checklist reported that they provided six different writing experiences--including three different newspaper activities, writing about pictures, writing in a journal or diary, and writing book reports--at least once each week of the six week project. This was considered to exceed the criterion of a 10% increase in the quantity of the participants' writings. Furthermore, six teachers reported that they provided most of the writing activities three or more times each week. These findings were supported by the evaluators' observations during 37 visits.

Objective 3: At the end of six weeks, participating children will have increased significantly (at the .10 level) the quantity of their writing, as measured by word counts on pretest and posttest administrations of a locally developed Picture Stimulus Test.

This objective was not attained.

Writing sample pretests and posttests were administered by the LARC teachers to 83 children selected across camps and grade levels. The difference between the number of words and number of sentences used on the pretest and posttest was not statistically significant.

Objective 4: By the end of six weeks, participating children will have demonstrated an appreciation of literature by voluntarily reading at least two paperback books, as determined by the LARC Teacher Questionnaire.

This objective was not applicable for the current year because insufficient funds were available for the purchase of paperback books for the camps.

Objective 5: During the six weeks of LARC, Youth Corps representatives will provide constructive help in language-arts activities to younger children, individually and in groups, as determined by the LARC Observational Checklist and the LARC Teacher Questionnaire.

This objective was attained.

Teacher and counselor checklists and evaluator observations showed that NYC counselors engaged in tutoring, instructing, and supervising small groups and/or individuals. The LARC teachers supervised the counselors in their activities. Counselors also participated in staff-development activities.

IMPACT

LARC was successfully implemented in 17 sites within Title I target areas.

Progress was made in increasing language-arts and communication skills of participating pupils. Neighborhood Youth Corps counselors were trained to provide language-arts instruction to the children. The project attained three of the four objectives evaluated: participating pupils experienced verbal functioning activities on almost a daily basis and increased the quantity of their writing; participating youth counselors provided constructive help in language-arts activities to the younger children.

The effectiveness of the on-site camp-staff orientation and development was noted by both the on-site teachers and the evaluators. The selection of teachers and sites by June 1 was suggested by the teachers to allow for more extensive planning.

Most of the Neighborhood Youth Corps counselors were effective in dealing with the pupils; continued monitoring of their performance by camp directors was encouraged.

It was also noted by the teachers that the emphasis in the publication of newspapers might be switched from quantity to quality if the number of publications were limited to one every two weeks rather than one per week.

OPERATION INDIVIDUAL
(A Component of the COMPREHENSIVE READING PROJECT)
Abstract

ADMINISTRATOR:	Charles McLaughlin
HEADQUARTERS:	2901 W. Allegheny Avenue
TELEPHONE:	BA 5-1914
PBRS CODE:	611-06-502
OPERATING YEARS:	1972-1976
GRADES SERVED:	9
NO. OF PUPILS:	Nonpublic 525
NO. OF SCHOOLS:	3
NO. OF EMPLOYEES:	Professional 2, Paraprofessional 0, Clerical 0
CURRENT BUDGET:	Regular $89,000, Summer None, Total $89,000
SERVICE PROVIDED:	For all project students, daily reading instruction by an aide-assisted reading teacher; for students receiving intensive service, block-rostering in basic skill subjects with an aide in each classroom.
EVALUATION TEAM:	Marion Kaplan, Larry Aniloff*, Camilla Grigsby

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OBSERVED ACTIVITIES

The project was fully implemented as intended. Operation Individual was designed to provide underachieving 9th- and 10th-grade students with intensive, supervised aid to develop their reading and/or study skills. Students selected for participation in the project had low reading levels, low scores on a high school placement test, inadequate study skills, and/or low school achievement, as indicated by school records.

The project consisted of two major components--supportive reading service and intensive reading service. Students receiving only supportive service had daily instruction from a reading teacher, with individual or small-group assistance from an aide as the need arose. Students receiving intensive service were assigned to special Operation Individual block-rostered classes in social studies, mathematics, English, and (in one school) science, with an aide in each classroom. In addition, the intensive-service students received daily instruction from a reading teacher, with individual or small-group assistance as needed from an aide.

ATTAINMENT OF OBJECTIVES

Objective 1: During the school year, participating students will improve their reading skills to the extent that 66% of those who receive intensive service will demonstrate a month-for-month gain in GE Total Reading score on the Comprehensive Tests of Basic Skills between pretest and posttest.

The objective was not attained. Since the pretest was administered in October and the posttest in April, the criterion was a gain of 0.6 (six months) in GE score. Of the 160 intensive-service students who took the pretest and posttest, 85 (53%) gained at least the specified 0.6 GE in Total Reading score. This was less than the expected 66%.

Objective 2: During the school year, participating students will improve their ability to use reference materials to the extent that 66% of those who receive intensive service will demonstrate a month-for-month gain in GE Reference Skills score on the Comprehensive Tests of Basic Skills between pretest and posttest.

The objective was not attained. Since the pretest was administered in October and the posttest in April, the criterion was a gain of 0.6 (six months) in GE score. Of the 160 intensive-service students who took the pretest and posttest, 98 (61%) gained at least the specified 0.6 GE in Reference Skills score. This was less than the expected 66%.

Objective 3: During the school year, participating students will improve their performance in various subjects to the extent that 66% of those who receive intensive service will obtain a minimum of one quarterly rating of at least "some additional knowledge gained" on the Student Skill Record in four of five subject areas: English, reading, science, social studies, and mathematics.

The objective was attained. Student Skill Records were developed to assess the classroom achievement of students, and to provide information to parents in addition to report cards. The subject areas were English, social studies, reading, mathematics, and (in one school) science.

Project teachers rated 160 intensive-service students on content-related skills (skills necessary to learn subject matter) in November, January, March, and May. Of these students, 154 (96%) were rated as having "gained some additional knowledge" for all content skills in four of the five subject areas for at least one of the four marking periods.

Objective 4: During the school year, participating students will improve their performance in various subjects to the extent that 66% of those who receive intensive service will obtain a minimum of one quarterly rating of at least "good responsibility for own learning" on the Student Skill Record in four of five subject areas: English, reading, science, social studies, and mathematics.

The objective was not attained. Project teachers rated 160 intensive-service students on responsibility skills (behaviors indicative of taking responsibility for one's own learning) in November, January, March, and May. Of these students, 74 (46%, not the expected 66%) were rated as having shown at least "good" responsibility in four of the five subject areas for at least one of the four marking periods.

Objective 5: During the school year, participating students will improve their reading skills to the extent that 66% of those who receive supportive reading service will demonstrate a month-for-month gain in GE Total Reading score on the Comprehensive Tests of Basic Skills between pretest and posttest.

The objective was attained. Since the pretest was administered in October and the posttest in April, the criterion was a gain of 0.6 (six months) in GE score. Of the 257 supportive-service students who took the pretest and posttest, 182 (71%) gained at least the specified 0.6 GE in Total Reading score. This was more than the expected 66%.

Objective 6: During the school year, participating students will improve their ability to use reference materials to the extent that 66% of those who receive supportive reading service will demonstrate a month-for-month gain in GE Reference Skills score on the Comprehensive Tests of Basic Skills between pretest and posttest.

The objective was attained. Since the pretest was administered in October and the posttest in April, the criterion was a gain of 0.6 (six months) in GE score. Of the 174 supportive-service students who took the Reference Skills pretest and posttest, 120 (68%) gained at least the specified 0.6 GE. This was more than the expected 66%.

Objective 7: During the school year, participating students will improve their performance in reading to the extent that 66% of those who receive supportive reading service will obtain a minimum of one quarterly rating of at least "some additional knowledge gained" on the Student Skill Record for Reading.

The objective was attained. Examination of Student Skill Records revealed that the criterion of receiving at least one quarterly rating of at least "some additional knowledge gained" was met by 258 (93%) of the 267 students who received supportive reading service.

Objective 8: During the school year, participating students will improve their performance in reading to the extent that 66% of those who receive supportive reading service will obtain a minimum of one quarterly rating of at least "good responsibility for own learning" on the Student Skill Record for Reading.

The objective was attained. Examination of records revealed that the criterion of receiving at least one quarterly rating of at least "good responsibility for own learning" was met by 218 (83%) of the 267 students who received supportive reading service.

IMPACT

Although specific programs differed among the three schools, the project was fully implemented. Students received varying amounts of instruction and tutorial aid designed to develop skills necessary for success in a high school curriculum.

Gains in Total Reading and Reference Skills scores on the Comprehensive Tests of Basic Skills indicated that the intensive service component did not attain its objectives of improving the students' reading skills and abilities to use reference materials. However, the test results indicated that the supportive service component did attain its objectives of improving students' reading skills and abilities to use reference materials.

Ratings by teachers indicated that the intensive-service students were developing the skills necessary for learning the content of English, mathematics, reading, science, and social studies classes, but were not taking the desired degree of responsibility for their own learning. Ratings of supportive-service students indicated success in developing both reading skills and responsibility.

The project, therefore, has been partially successful in helping students to improve their reading and study skills.

PRIMARY READING SKILLS CENTERS
(A Component of the COMPREHENSIVE READING PROJECT)
Abstract

ADMINISTRATOR: Charles McLaughlin
HEADQUARTERS: 2901 W. Allegheny Avenue
TELEPHONE: BA 5-1914
PBRS CODE: 611-06-719
OPERATING YEARS: 1969-1976
GRADES SERVED: 1-4
NO. OF PUPILS: Nonpublic 230
NO. OF SCHOOLS: 2
NO. OF EMPLOYEES: Professional 2, Paraprofessional 2, Clerical 0
CURRENT BUDGET: Regular $45,000, Summer None, Total $45,000
SERVICE PROVIDED: Pupils spend up to one hour daily in reading-skills centers.
EVALUATION TEAM: Thomas J. Clark, Ethel K. Goldberg, William F. Haggett*

OBSERVED ACTIVITIES

The project was fully implemented in both centers. There was no substantial change in operation from previous years. Both centers were equipped with a variety of commercial and teacher-made instructional materials and audiovisual equipment designed to develop specific reading skills. Each center was served by one paraprofessional aide.

Pupils were selected for participation in the project on the basis of low informal reading inventory (IRI) and Botel Phonics Inventory scores, and teacher recommendation. Work habits, word-attack skills, and sentence comprehension were identified as areas in which most pupils had reading difficulties.

In groups of 7 to 20, the pupils received 20 to 60 minutes of center instruction daily. The classroom organization for instruction differed greatly between the two centers. In one center, pupils spent a portion of the period in large-group instruction, after which the class was divided in half for small-group instruction. In the other center, pupils spent most of the period working on programmed materials with both the teacher and the aide actively guiding individual pupils.

ATTAINMENT OF OBJECTIVES

Objective 1: Participating pupils in Grades 2-4 will improve their word-attack skills to the extent that there is an increase of 20 points in the percentage of pupils attaining an 80% mastery score on the Botel Phonics Inventory between September pretest and May posttest.

This objective was fully attained. In September 1975 and May 1976, the Botel Phonics Inventory was administered to the 85 participating pupils in Grades 2-4. On the pretest, 27% of the pupils attained the specified mastery score; on the post-test, 73% did so. The increase of 46 percentage points surpassed the expected 20-point increase.

Objective 2: Participating pupils in Grades 2-4 will increase their reading-achievement levels to the extent that 90% will gain at least one book level and 60% will gain at least two book levels between September pretest and May posttest on a group informal reading inventory.

This objective was partially attained. Of the 85 pupils tested in September and May, 77 (the expected 90%) gained at least one book level. However, 48 (56%, somewhat less than the expected 60%) gained at least two levels.

Objective 3: Participating first-grade pupils will develop their alphabet-recognition skills to the extent that 95% will achieve a score of 50 correct on a 52-item alphabet-recognition test administered in May.

This objective was not attained. In May, 19 pupils in Grade 1 took the 52-item alphabet-recognition test. Twelve pupils (63%, not the expected 95%) achieved the criterion score of 50 items correct.

Objective 4: Participating pupils in Grades 2-4 will increase their vocabulary knowledge to the extent that there is, in one year, a one-year gain in average GE score on the Reading Vocabulary section of the CAT-70 administered each January.

This objective was not attained. At the St. Columba center, 30 pupils currently in Grades 2-4 were tested in January 1975 and January 1976. All grades demonstrated gains in mean GE score, with an average gain of 0.8. In none of the grades, however, was the gain equal to the expected 1.0 GE. Pupils at the St. Stephen center were tested for the first time in 1976; their data will be available as a baseline for next year's comparisons.

Objective 5: Participating pupils in Grades 2-4 will increase their reading-comprehension skills to the extent that there is, in one year, a one-year gain in average GE score on the Reading Comprehension section of the CAT-70 administered each January.

This objective was fully attained. At the St. Columba center, 30 pupils currently in Grades 2-4 were tested in January 1975 and January 1976. All grades demonstrated gains in mean GE score, with an average gain of 1.1, thus exceeding the expected gain of 1.0 GE. Pupils at the St. Stephen center were tested for the first time in 1976.

IMPACT

The Primary Reading Skills Centers project was fully implemented at both sites. Overall, participating pupils showed gains in reading ability. The instructional reading levels of 56% of the project pupils increased at least two book levels in a year; the expected 90% increased at least one book level during the same period. The criterion for phonics mastery (a 20-point gain in the percentage of pupils achieving mastery) was exceeded by 26 percentage points.

The alphabet-recognition criterion was met by 63% (not the expected 95%) of the first-grade pupils. Most pupils in Grades 2-4 demonstrated gains on the CAT-70 Reading Comprehension and Reading Vocabulary sections, with the average pupil meeting the criterion of one year's gains in comprehension but not in vocabulary. These results were considered educationally significant because extremely low scores in January 1975 had indicated pupils' relatively severe difficulties in reading.

Thus, the project was able to help most pupils in the two schools to master basic reading skills.

READING IMPROVEMENT THROUGH TEACHER EDUCATION
(ESEA TITLE I COMPONENT)
(A Component of the COMPREHENSIVE READING PROJECT)
Abstract

ADMINISTRATOR:	Charles McLaughlin
HEADQUARTERS:	2901 W. Allegheny Avenue
TELEPHONE:	BA 5-1914
PBRS CODE:	611-06-537
OPERATING YEARS:	1972-1976
GRADES SERVED:	K-6
NO. OF PUPILS:	In-service staff-development project for 294 teachers
NO. OF SCHOOLS:	33
NO. OF EMPLOYEES:	Professional 11, Paraprofessional 0, Clerical 1
CURRENT BUDGET:	Regular $185,000, Summer None, Total $185,000
SERVICE PROVIDED:	Reading specialists serve as instructors, trainers, and helpers for the project teachers upon request.
EVALUATION TEAM:	Marion Kaplan, Larry Aniloff, Camilla Grigsby

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OBSERVED ACTIVITIES

The project's intended mode of operation was fully implemented. Project records indicated that from September 1975 until May 1976, the seven RITE specialists made 973 half-day visits to participating schools. During these visits, they held 1,115 conferences with principals and school reading coordinators. They also provided 4,580 individual service contacts to teachers. Of these contacts, 801 (17%) were to 37 beginning teachers.

The three RITE kindergarten specialists made 531 half-day visits to kindergartens in participating schools. During these visits, they provided 944 individual service contacts to teachers. Of these contacts, 36% centered on classroom organization, 32% on diagnosis, 20% on language development, and 12% on classroom routines.

RITE specialists also conducted 96 group in-service meetings. There were two full-day reading seminars for beginning teachers, six half-day meetings for kindergarten teachers, six workshops for school reading coordinators, and 72 individual-school group meetings.

ATTAINMENT OF OBJECTIVES

Objective 1: Beginning teachers who receive RITE services during the school year will demonstrate increasing knowledge of the procedures of the DRA and increasing ability to interpret available test data as a basis for diagnostic-prescriptive teaching. This will be indicated by a statistically significant ($p<.05$) increase from October until April in the mean score on each section of the RITE Case Study Instrument.

This objective was partially attained. Intermediate teachers' mean scores on both sections of the RITE Case Study Instrument increased significantly from pretest to posttest. For primary teachers, there was a significant score increase on the Using Test Scores section, but not on the Using a DRA section.

These results indicated that all beginning teachers demonstrated an increased ability to interpret and use test results, but only the intermediate teachers demonstrated increased ability to plan a directed reading activity.

Objective 2: During the current school year, the RITE staff will provide at least 1,800 individual service contacts to teachers in the areas of reading approaches, diagnosis and prescription, provision of varied independent activities, and reading-lesson organization and management. A service contact is defined as a scheduled conference, an observation, or a demonstration. Project staff will complete Contact Frequency Reports every two months.

This objective was attained. Contact Frequency Reports, completed every two months by project staff, indicated that there were 4,580 individual service contacts to teachers during the year. These contacts were in the areas of reading approaches (45%), diagnosis and prescription (16%), independent activities (14%), and lesson organization and management (25%).

Objective 3: Kindergarten teachers receiving RITE services will be able to diagnose and prescribe for individual pupil reading-readiness needs to the extent that by the end of April, 75% of the teachers will have (a) administered the placement test of the Santa Clara Inventory of Developmental Tasks (IDT), (b) maintained the IDT profile sheets, (c) prescribed corrective activities for deficiency areas, and (d) utilized other available testing and observational data. This will be determined by evaluators' examination of classroom records and structured interviews with teachers.

This objective was attained. Of the 21 participating kindergarten teachers whose classes were visited by evaluators in April or May, 16 (76%) obtained scores of at least 8 (the minimum score required) on the Diagnostic-Prescriptive section of the RITE Kindergarten Observational Rating Scale (KORS), which assessed the four parts of the objective. Of these 16 teachers, 6 received the maximum possible score of 14.

These results indicated that kindergarten teachers who received RITE services were able to diagnose and prescribe adequately for individual pupils' reading-readiness needs.

Objective 4: Kindergarten teachers receiving RITE services will improve their skills in providing useful and varied activities designed to extend children's listening skills and language development. It is expected that, for 75% of the

teachers, evaluators will observe improvement indicated by a higher score in April than in October on each of the following parts of the RITE Kindergarten Observational Rating Scale: (a) Story-Telling Techniques, (b) Classroom Activity Centers, (c) Language Experience Charts, and (d) Classroom Visual Displays.

This objective was partially attained. In November and in April or May, 21 participating teachers were scored on the four parts of the KORS specified in the objective. Five of these 21 teachers (24%) had posttest scores which were higher than their pretest scores.

For the Classroom Activity Centers and Classroom Visual Displays sections, 75% of the teachers received higher ratings in the April/May observation. All teachers had higher April/May ratings in at least one area, and 17 (81%) had higher ratings in two or more areas.

Objective 5: Kindergarten teachers receiving RITE services will improve their skills in organizing and managing their classroom reading-readiness programs. It is expected that, for 75% of the teachers, evaluators will observe improvement indicated by a higher score in April than in October on each of the following parts of the RITE Kindergarten Observational Rating Scale: (a) Arrangement of Classroom Equipment and Use of Space, (b) Use of Organizational Mechanics Which Facilitate Multilevel Language/Listening Activities, and (c) Use of Paraprofessional Help.

Attainment of this objective could not be determined because a large number of teachers received perfect pretest scores on the specified sections of the KORS. Consequently, there was no formal way to demonstrate additional growth on the part of these teachers.

Procedures for assessing the attainment of this objective were similar to those described for Objective 4. Seventeen (81%) of the 21 observed teachers either made positive gains or had perfect scores on at least the two sections of the KORS which pertained to parts a and b of the objective.

IMPACT

The RITE project's intended mode of operation was fully implemented. RITE specialists provided in-service training in reading instruction to elementary school teachers, and helped principals and reading coordinators organize their school reading programs. RITE kindergarten specialists provided training in readiness-instruction skills to kindergarten teachers.

Project records revealed that the RITE staff was successful in delivering services pertaining to specific reading-instruction skills to individual classroom

teachers. Results of two adminstrations of the RITE Case Study Instrument indicated that both primary and intermediate grade teachers increased their skills in using test results for instruction. Intermediate teachers also increased their skills in planning a DRA.

The results of observation of kindergarten classrooms indicated that the project was most successful in helping teachers develop skills in diagnosing readiness needs. It was partially successful in helping teachers develop skills in classroom organization and management and in providing activities for extending listening and language skills.

The evaluation team noted that after four years, RITE was virtually attaining its objectives in Grades 1-6. The project was running smoothly and there was good rapport among the staff and between staff and participating school personnel. RITE appears to have developed a viable model for on-site in-service training of teachers. The project's kindergarten component, having been in operation for a shorter time, has not yet reached the same stage of development as the component serving Grades 1-6.

SUMMER READING READINESS
(A Component of the COMPREHENSIVE READING PROJECT)
Abstract

ADMINISTRATOR:	Charles McLaughlin
HEADQUARTERS:	2901 W. Allegheny Avenue
TELEPHONE:	BA 5-1914
PBRS CODE:	611-06-651
OPERATING YEARS:	1972-1976
GRADES SERVED:	K-1
NO. OF PUPILS:	1,726
NO. OF SCHOOLS:	39
NO. OF EMPLOYEES:	Professional 155, Paraprofessional 0, Clerical 0
CURRENT BUDGET:	Regular None, Summer $106,000, Total $106,000
SERVICE PROVIDED:	Children from eligible public and nonpublic schools attended designated centers each morning for approximately six weeks during the summer for appropriate learning experiences.
EVALUATION TEAM:	William E. Loue III, Judith Green Leibovitz, Lisbeth R. Sklar

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OBSERVED ACTIVITIES

In 1975-1976, the project's intended mode of operation was fully implemented. A total of 1,204 pre-first-year pupils and 517 underachieving first-year pupils from both nonpublic and public schools signed up for the project. One thousand one hundred twenty-nine pre-first year and 444 first-year pupils attended 36 project centers each morning for the six-week summer period. One hundred forty-nine teachers were supported by six supervisors. Each center contained sufficient instructional materials to provide relevant experiences for all participating pupils.

ATTAINMENT OF OBJECTIVES

Objective 1: At the conclusion of the six-week project term, at least 60% of the pre-first-grade pupils who attend at least 75% of the project sessions will have acquired skills in aural comprehension (such as abilities to pay attention to, organize, infer from, and retain what has been heard) as indicated by a score of 18 correct items out of 28 on Part 4, Aural Comprehension, of the Stanford Early School Achievement Test (SESAT).

The objective was attained.

Of the 1,129 pre-first-year pupils who attended the project, 945 completed the Stanford Early School Achievement Test (SESAT) during the final three days of the project's duration. Eight hundred eleven of them attended at least 75% (21) of the project's half-day sessions. Of these 811 pupils, 508 (62.6%) attained the mastery score of 18 items correct out of a possible 28 items on aural comprehension.

Objective 2. At the conclusion of the six-week project term, at least 60% of the underachieving first-grade pupils who attend at least 75% of the project sessions will have improved their basic reading-readiness skills to the extent indicated by (a) mastery of consonants and vowels specified for their respective entry levels, such mastery recorded on the Summer Readiness Project Diagnostic Profile, and (b) recognition of at least 15 new words (or mastery of all 60 words) on the Sight Word List.

This objective was attained.

Of the 444 pre-first-year pupils who attended the project, 361 were evaluated using the Diagnostic Profile and 372 using the Sight Word List. Two hundred sixty-seven pupils with Profiles and 280 with Word Lists attended at least 75% of the project sessions. Of these 267 pupils with Profiles, 174 (65%) attained the mastery criterion; of the 280 pupils with Word Lists, 172 (61.4%) attained the mastery criterion.

IMPACT

The Summer Reading Readiness project served (a) children about to enter the first grade with no kindergarten or formal preschool experiences and (b) children who had completed the first grade with less than satisfactory academic achievement. The project was implemented according to its intended mode of operation and attained each of its stated objectives: (a) improving the aural comprehension skills (abilities to pay attention to, organize, interpret, infer from, and retain what has been heard) of pre-first-year children, and (b) developing the reading-readiness skills of underachieving first-year children.

COMPUTER-MANAGED INSTRUCTION

Abstract

ADMINISTRATOR:	Sylvia Charp
HEADQUARTERS:	5th floor, Fifth and Luzerne Streets
TELEPHONE:	BA 9-9492
PBRS CODE:	611-24-846
OPERATING YEARS:	1966-1976 (Reorganized in 1974)
GRADES SERVED:	1-12
NO. OF PUPILS:	2,100
NO. OF SCHOOLS:	14
NO. OF EMPLOYEES:	Professional 11, Paraprofessional 3, Clerical 3
CURRENT BUDGET:	Regular $295,000, Summer $51,000, Total $346,000
SERVICE PROVIDED:	Pupils receive individualized instruction and reinforcement in reading and mathematics in which diagnosis of pupil needs, prescription, evaluation, and management of instructional facilities are computer-managed.
EVALUATION TEAM:	Thomas J. Clark, Ethel K. Goldberg, William F. Haggett

OBSERVED ACTIVITIES

All four of the project's components were fully implemented by the middle of the 1975-1976 school year, as determined by weekly observations.

A second primary-grade reading center was established and fully operational by December, serving eligible children in Grades 1-6. Both primary-grade centers provided individualized multimedia instruction. Eight computer-terminal cassette-player stations were observed in continuous use in both centers providing participating children with a high rate of initial success (over 80%) on the instructional sequences. Fifth and sixth graders with severe reading difficulties, who had experienced little success in learning reading previously, showed that they were able to benefit from this approach.

The secondary-grade reading center also was fully operational by December. Pupils received diagnostic pretests, individual prescriptions, individual reading-skill progress tests, level tests (posttests), and computer-assisted instruction. A computer report was sent to each pupil's home at the end of each marking period, detailing all reading skills mastered during the respective period. Participants showed a high rate of mastery on the Sight and Sound Phonics Inventory administered in June; they also showed dramatic gains in percentile rank on the Reading subtest of the California Achievement Tests (CAT).

The revised primary-grade mathematics component was piloted beginning in April. The center focused on remediation of participating pupils' mathematics-skill deficiences below their instructional level. Generally, this component

followed the structure of the other computer-managed components. The Drill and Practice computer program provided individualized mathematics-skill reinforcement.

Mathematics and language-arts reinforcement centers continued to operate in four schools. Individualized instruction was prescribed through assessment of both cognitive skills and individual pupil characteristics. This component was used primarily to supplement the regular reading or mathematics program.

ATTAINMENT OF OBJECTIVES

Objective 1: To teach primary-grade pupils the basic skills of decoding and comprehension, study skills, and appreciation for literature, so that (a) 80% of the pupils will evidence 90% mastery on the respective Read-On Criterion Tests, and (b) project pupils will achieve significantly higher ($p < .20$) mean scores than comparable nonparticipating pupils on the Sight and Sound Phonics Inventory, the Informal Reading Inventory, and the California Achievement Tests' Reading subtest.

This objective was partially attained. The percentage of pupils attaining mastery on the Read-On Criterion Tests exceeded the expectation, but project pupils generally did not show greater reading achievement than comparable nonparticipating pupils.

Summary of the project's internal computer reports showed that project pupils in both centers (approximately 200 pupils) evidenced 90% mastery on 97% of the Read-On Criterion Tests administered as part of the project, thus exceeding the expected 80%.

Fifty-eight project pupils in Grades 1-3 in one center were matched with pupils in another Title I school using the same reading program. Both schools administered the Sight and Sound Phonics Inventory, an informal reading inventory (IRI), and the Reading subtest of the CAT as a part of their regular reading program. Comparisons by grade revealed that project first graders generally exceeded their counterparts on the phonics inventory and IRI but not on the CAT Reading. Second- and third-grade project pupils did not excel the matched pupils on any tests. However, first- and second-grade project pupils generally exceeded one year's growth on the IRI and showed a high rate of mastery on the phonics inventory.

Objective 2: To teach primary-grade pupils the fundamentals of arithmetic so that 80% of the pupils will evidence 90% mastery of the respective levels of the Philadelphia Mathematics Evaluation Test.

This objective was attained. Summary of the project's internal computer reports revealed that of 42 tests of mathematics skills taken as a part of the project, 35 (83%) were mastered (90% correct) on the first try after instruction, thus exceeding the expected 80% rate of mastery.

Objective 3: To teach intermediate and secondary-grade pupils basic skills in reading so that 80% of the pupils will evidence 90% mastery on the respective Philadelphia Criterion-Referenced Reading Tests.

This objective was not attained; the 80 project pupils generally attained mastery at a rate less than that expected (80%). Of the reading-skill tests taken on completion of instruction for the respective skills failed on the pretest for a given level, pupils passed 565 of 648 (72%) on the first try. On the computer-managed posttests, taken on completion of instruction in the skills for a given level, pupils passed 112 of 211 (53%) on the first try. On the computer-assisted posttests, taken on completion of each CAI topic, pupils passed 27 of 66 (41%), again not meeting the 80% criterion.

IMPACT

All four of the project's components were in full operation by midyear. Although the project did not meet all of its objectives, it provided successful reading experiences to Title I children who in the past have had little success in learning to read. The high rate of achievement shown on IRIs, phonics inventories, and the CAT Reading subtest provided further evidence of success. Adjustment of mastery criteria in future objectives was suggested to reflect better the reading levels of participating Title-I-eligible children.

COUNSELING SERVICES

Abstract

ADMINISTRATOR:	Albert Bell
HEADQUARTERS:	9th floor, 219 N. Broad Street
TELEPHONE:	299-7431
PBRS CODE:	611-06-614
OPERATING YEARS:	1968-1976
GRADES SERVED:	K-8
NO. OF PUPILS:	6,062
NO. OF SCHOOLS:	14
NO. OF EMPLOYEES:	Professional 20, Paraprofessional 0, Clerical 2
CURRENT BUDGET:	Regular $355,000, Summer $69,000, Total $424,000
SERVICE PROVIDED:	Children and teachers receive individual and group counseling services as requested by teachers.
EVALUATION TEAM:	Marion Kaplan, Larry Aniloff, Camilla Grigsby

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OBSERVED ACTIVITIES

The project's intended mode of operation was fully implemented. Counseling teams were functioning in all schools throughout the school year. The loss of one staff member did not curtail services to the affected schools.

In addition to regular project services, the CSP teams provided crisis-intervention services for 123 incidents. The learning-therapy program provided remedial services to 72 children and reading diagnostic services to 191 children. Paraprofessionals were involved in the learning-therapy program this year. Evaluator's interviews of teachers and the counseling teams revealed that the project was well received in almost all schools.

ATTAINMENT OF OBJECTIVES

Objective 1: During the school year, the project staff will provide psychodiagnostic testing and evaluation for at least 450 pupils referred for academic, emotional, or social problems. Project staff will complete an individual Case Record form for each pupil referred for this service.

This objective was attained. Case Record forms kept by CSP staff revealed that 617 children received psychodiagnostic services during the school year. Of the 1,518 psychodiagnostic sessions provided, 70% were pupil, parent, or teacher interviews. In discussing with the evaluators the cases of 163 pupils, teachers provided ratings of psychodiagnostic services for 45 cases. Of these ratings, 43 were "excellent" or "good".

Objective 2: During the school year, the project staff will provide remedial counseling help to at least 375 pupils identified as having academic, emotional, or social difficulties. Project staff will complete an individual Case Record form for each pupil receiving this service.

This objective was attained. Data summarized from Case Record forms revealed that 520 pupils received remedial help during the school year. Of the 1,396 remedial services provided, the most frequent types were educator consultations (29%), individual pupil counseling (19%), and family counseling (15%).

In discussing the cases of 163 pupils with the evaluation team, the teachers of 108 pupils rated the remedial services as "excellent" or "good". Of the 378 parents who responded to CSP questionnaires, 90% indicated that the project counselors had helped their children.

Objective 3: During the school year, the project staff will provide an individualized learning-therapy program for at least 50 pupils identified as having severe reading disabilities. It is expected that 50% of these pupils will gain at least one book level from pretest until posttest on an informal reading inventory. The project staff will complete an Individualized Learning Therapy Case Record form for each pupil receiving this service.

This objective was attained. Data summarized from Individualized Learning Therapy Case Records forms revealed that 72 pupils with reading problems received learning-therapy services. Of the 54 pupils who completed therapy programs, 44 (81%) gained at least one instructional book level from pretest to posttest on an informal reading inventory.

Objective 4: During the school year, the project staff will provide preventive psychological services (such as group discussions to foster academic motivation, self-awareness, and social interaction) to at least 2,000 pupils. Project staff will maintain activity logs of preventive psychological services listing the nature of each activity and the number of pupils involved.

This objective was attained. Data summarized from activity logs revealed that preventive psychological services were provided to approximately 3,750 pupils in 125 classes. Most frequently provided were classroom activities (41 classes) and group discussions (37 classes).

Objective 5: During the school year, the project staff will provide services such as classroom-management consultations and child-development consultations to at least 100 teachers. Project staff will maintain activity logs of services to teachers listing the nature of each activity and the number of teachers involved.

This objective was attained. Data summarized from activity logs indicated that project staff provided consultative and educational services to more than

100 teachers. The majority of these services were in the areas of classroom management and child development.

Objective 6: During the school year, the project staff will provide services to at least 400 parents which will include activities designed to increase the parents' knowledge of, involvement with, and skill in dealing with their children's academic and psychosocial development. Project staff will maintain activity logs of services to parents listing the nature of the activity and the number of parents involved.

This objective was attained. Data summarized from activity logs revealed that CSP staff members provided services to 639 parents. These services included activities which focused on children's academic and psychosocial development.

IMPACT

The Counseling Services project was fully implemented in 14 nonpublic elementary schools, and attained all of its stated objectives. In 1975-1976, the project provided psychodiagnostic and/or remedial services to more than 600 referred pupils and preventive services to more than 3,000. Special learning-therapy programs were provided for 54 pupils, of whom 81% made at least the expected gains in reading achievement. CSP staff members were successful in sharing mental health and child development principles and practices with teachers and parents.

The project appeared to be appreciated by the staff in most of the participating schools. Evaluators noted that the project was most effectively utilized in schools where there was open communication between the CSP team and school personnel.

CREATIVE DRAMATICS

Abstract

ADMINISTRATOR:	Harriet Ehrlich
HEADQUARTERS:	E. W. Rhodes School
TELEPHONE:	221-5353
PBRS CODE:	611-02-548
OPERATING YEARS:	1966-1976
GRADES SERVED:	K-12
NO. OF PUPILS:	2,500
NO. OF SCHOOLS:	22
NO. OF EMPLOYEES:	Professional 2, Paraprofessional 0, Clerical 0
CURRENT BUDGET:	Regular $41,000, Summer None, Total $41,000
SERVICE PROVIDED:	Participants in this voluntary program may receive staff-development workshops, in-school supervision, and one-session workshops at meeting of faculty and special interest groups.
EVALUATION TEAM:	William E. Loue III, Judith Green Leibovitz*, Lisbeth Sorkin

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OBSERVED ACTIVITIES

The Creative Dramatics (CD) project was fully implemented according to guidelines issued in midyear. CD workshops explored innovative techniques for teaching mathematics, reading, science, language arts, drama, and self-expression to workshop participants. In addition, one-session workshops for dissemination of project activities were made available at meetings of general faculty, parents, and other special groups.

Five evaluator observations of CD-trained personnel in the classroom indicated that the majority of children were involved in the CD experience being presented. Supervisory staff members who visited classrooms were available to the teacher or paraprofessional for questions about the lesson or suggestions about follow-up activities. The evaluators observed teachers using self-made materials, the CD Handbook developed by the project staff, and other items distributed through CD workshops.

In response to the Creative Dramatics Workshop Questionnaire, the majority of participants indicated that (a) CD had a positive effect on both them and their students, and (b) the workshops were very well executed.

ATTAINMENT OF OBJECTIVES

Objective 1: Sixty percent of all teachers who have completed the designated 13-to-15-week Creative Dramatics workshop will implement CD activities (e.g.,

games, sense memory) to reinforce the development of vocabulary, in 60% of at least five nonconsecutive classroom observations (each 40-60 minutes) between October and May of the 1975-1976 school year, as recorded on the CD Observational Checklist.

Attainment of this objective could not be determined because of midyear changes in the project. These changes, resulting from the August 1975 court order and revised state guidelines, included factors which changed eligibility criteria for both workshop participants and students to be served. In addition, there were delays in obtaining lists of students who could be served. Workshops began in late February--another factor making the attainment of this objective indeterminable.

When eligibility of workshop participants was finally determined, those persons scheduled for the CD instruction were, for the most part, aides who were not responsible for their own classrooms. This limited the evaluators' opportunities to make classroom observations.

Objective 2: Students who have been exposed to CD techniques will improve their writing skills between September and May of the 1975-1976 school year, as indicated by a significant gain ($p<.10$) in (a) number of words and (b) number of sentences in stories written in response to a locally developed picture stimulus test.

Attainment of this objective could not be determined. The 13-week training workshop for School District personnel did not begin until late February, and the participants were, for the most part, paraprofessionals not directly responsible for their own classrooms. Subsequent classroom follow-up by CD staff did not begin until late April. Consequently, pretests and posttests were not administered and classroom observations were minimal.

IMPACT

The Creative Dramatics project was fully implemented. In their effort to train and serve school personnel, the CD staff provided two districtwide in-service workshops and were available for classroom visitations. In a postworkshop questionnaire, participants expressed enthusiasm for the CD techniques.

Attainment of the two project objectives could not be determined because of external problems related to eligibility of students and workshop participants. As a result of late starting dates, pretests and posttests were not administered and classroom observations were minimal.

EDUCATION IN WORLD AFFAIRS

Abstract

ADMINISTRATOR:	Margaret Lonzetta
HEADQUARTERS:	World Affairs Council, Wanamaker's, 13th and Market Streets
TELEPHONE:	LO 3-5363
PBRS CODE:	611-03-556
OPERATING YEARS:	1966-1976
GRADES SERVED:	6-12
NO. OF PUPILS:	Public 2,600, Nonpublic 400
NO. OF SCHOOLS:	79
NO. OF EMPLOYEES:	Professional 2, Paraprofessional 0, Clerical 0
CURRENT BUDGET:	Regular $124,000, Summer None, Total $124,000
SERVICE PROVIDED:	A basic skill program that promotes knowledge and understanding of current world situations and the interdependence of all nations. Books, magazines, booklets, films, guest speakers, trips, and conferences are planned and provided for participating students. Workshops and teaching guides are provided for teachers.
EVALUATION TEAM:	William E. Loue III, Judith Green Leibovitz, Lisbeth R. Sklar*

OBSERVED ACTIVITIES

Education in World Affairs, fully implemented according to its intended mode of operation, provided effectively coordinated programs for upper elementary, junior high, senior high, and special education students (86 classes in 71 public and 11 nonpublic schools). The project director and three liaison teachers worked together to organize special programs and trips, and to prepare and disseminate books, charts, posters, filmstrips, booklets, and a Teacher's Guide that included suggested language-skill activities. All teachers who volunteered to act as project sponsors in their schools received these materials and services.

At the beginning of the project year, introductory planning workshops for each level were held at the project headquarters. Teachers in attendance were introduced to "A Declaration of Interdependence," implications of the Title I court order, new materials selected for the year, and suggestions for utilizing project materials as part of classroom reading programs.

The purpose of the project was to introduce participating students to the concept of world interdependence and to extend their knowledge of important global problems. Elementary and junior high students were taught four units each; special education groups studied three; senior high groups studied six topics prominent in the news. Speakers visited the classrooms and talked about their

respective countries or areas of expertise. Trips were taken to various cultural facilities where specially prepared programs and lectures were presented to the students. Elementary classes developed original presentations which they gave at an end-of-year culminating activity held for each district. Parents of special education students were invited to attend an end-of-year award dinner, where students and teachers entertained with original presentations.

ATTAINMENT OF OBJECTIVES

Objective 1: During the school year, participating students in Grades 6-8 will gain knowledge of the concept of interdependence among nations, similarities and differences of people in the world, and world geography, as measured by locally developed tests. Significant differences at the .10 level between pretest and posttest mean scores will be accepted as evidence of attainment.

Attainment of this objective could not be determined because participating students were not at the competency level required to read the unit materials. In August 1975, the court order required changes to be made in the selection of the EWA student participants. Elementary and junior high teachers reported to EWA liaison staff that the reading materials, prepared prior to the court order, were too difficult for their students. Consequently, it was decided not to test them on the booklet information.

Objective 2: Throughout the school year, project liaison persons will introduce all participating students to different cultural attitudes and perspectives, thus providing them with a broader framework upon which to formulate their viewpoints. This will be done by means of trips to the United Nations, one guest speaker per unit studied, and in Grades 6-8 a supplemental classroom library, four filmstrips per class, four locally prepared booklets per student, and one book that each student may keep. Project materials will be reviewed and activities will be monitored by the evaluation team using the EWA Service Log. The observations will be cross-validated by surveying participating teachers in order to verify receipt of services and materials.

This objective was attained. A tour of the United Nations headquarters in New York was made available to all participating classes. For all units or topics studied, presentations were made by guest speakers, selected for their background in the area being studied. They included foreign and graduate students, professors, and a State Department officer.

Each participating elementary or junior high student received four locally prepared booklets--one per unit. Although the project intended to provide one book for students to keep, this year books relevant to the topics studied could not be found at the students' reading levels. A supplemental classroom library, including about 30 different titles and four filmstrips, was provided for each elementary or junior high classroom. Often three to five copies of

a book were ordered to enable teachers to use them with small reading groups. Junior high school sponsors also received a book of classroom activities.

Packing lists were included in each order to help teachers check their shipments and report any missing materials. Through personal visits and by telephone, project liaison staff surveyed teachers and verified the receipt of materials and services for each unit. The evaluation team attended special activities and recorded all observations in the EWA Service Log. Students appeared to be attentive and well prepared for all programs.

Objective 3: Special education students who participate throughout the school year will be introduced to the "one world" oncept of interdependence among nations. The project will provide a specially planned booklet on the United Nations for each student, at least two books for each student to keep, one audiovisual kit for each classroom per unit, maps, charts and study pictures, and three trips locally in addition to the United Nations trip. Project records will be used to verify the delivery of services, and observations will be made by the evaluation team using the EWA Service Log.

This objective was fully attained. Eight special education classes were introduced to the "one world" concept of interdependence by means of two specially prepared booklets (one on the UN) which students kept, three local trips, and a tour of the United Nations headquarters and Chinatown in New York. Every special education classroom sponsor received an audiovisual kit for each unit, and maps, charts, and study pictures to supplement the student booklets. Observations by the evaluation team were recorded in the EWA Service Log, and project records confirmed delivery of services.

Objective 4: During the school year, students at the senior high school level will be provided with subscriptions to news publications (e.g., Time, Newsweek, or the New York Times), and six background-information briefs prepared by project personnel to enable the students' examination of six timely international issues. Opportunities to interact firsthand with at least six experts in related fields will be provided at six educational forums and/or seminars. Attendance at forums will be open to all students; seminars will be attended by a limited number of students selected from each participating class. Observations and examination of project records will be conducted and recorded by the evaluation team using the EWA Service Log.

This objective was fully attained. All senior high students received a half-year subscription to Newsweek and a half-year subscription to either Time or The New York Times. Background-information briefs, prepared by the project staff for each of the six international issues to be studied, were sent to all participating students. For each issue, guest speakers were available for visits to each classroom, and students had further opportunities to interact firsthand with experts in related fields

at two forums and four all-day seminars. Using the EWA Service Log, the evaluation team observed most special events, and reported good attendance rates and active participation. Students' questions and comments during discussions indicated a generally high level of preparation for the programs.

Objective 5: During the school year, sponsoring teachers will be provided with one planning-workshop session (including all materials for planned activities and a guest speaker) geared to increasing their knowledge, perception, and skill in dealing with international issues, and focusing on the theme of interdependence of nations, as well as cultural attitudes and related questions which arise in class. Examination of project records and observations by the evaluation team will be recorded on the EWA Service Log and used to assess implementation.

This objective was fully attained. At the beginning of the school year a separate planning-workshop session was held for sponsoring teachers at each level. Elementary and junior high sessions included a slide presentation, and explanations by a guest speaker of "A Declaration of Interdependence" and using the World Affairs Council's enrichment materials in classroom reading programs. Every teacher received a Teachers' Guide for the One World booklet, including reading-skill activities that could be used with all unit booklets. Both workshops also included an explanation of the Title I court order's impact on EWA; a review of the enrichment materials, trips, and activities; and discussion and sharing by sponsors. In addition, elementary teachers attended an end-of-year evaluation/planning session where every phase of the 1975-1976 program was discussed, next year's program was introduced, and supplemental materials were selected and evaluated.

Two workshops were held for senior high sponsors. The first assumed the format of a model United Nations, similar to the one in which the students participate. An explanation of the sponsors' responsibilities, trips, activities, and the Declaration of Interdependence was made. A presentation was given about the USSR in comparison with China. The second workshop was conducted by two representatives from The New York Times College and School Services on ways to use the Times in the classroom.

Five of the six planning-workshop sessions were attended by the evaluation team; observations were recorded in the EWA Service Log.

IMPACT

Education in World Affairs was fully implemented in 1975-1976, and gave participating students factual knowledge about important global problems and introduced the concept of interdependence. Instruction was organized into manageable six-week units in which written material, charts, trips, and guest speakers provided a multifaceted approach. Elementary and special education

classes entertained at end-of-year culminating programs. Evaluators' observations of EWA programs verified the active attendance and participation by students at every level; participants also appeared well prepared.

Gains in knowledge for elementary and junior high students could not be determined, because selection of participants, conducted in compliance with the August 1975 court order, resulted in a discrepancy between the reading level of the students and that of the project materials.

This project enabled students to gain experiences and visit places they might never have seen. All classes were given the opportunity to visit the United Nations; selected high school students also went to Washington, D.C. Guest speakers of various nationalities and professional backgrounds visited the project's classrooms.

Planning-workshop sessions for participating teachers provided an opportunity for dissemination of information and informal sharing of ideas among teachers and project personnel. The evaluation team concluded that the project integrated advanced educational practices with many of the finest available materials to provide a relevant, well-planned educational experience.

ENGLISH AS A SECOND LANGUAGE--READINESS

Abstract

ADMINISTRATOR: Charles McLaughlin
HEADQUARTERS: 2901 W. Allegheny Avenue
TELEPHONE: BA 5-1914
PBRS CODE: 611-06-504
OPERATING YEARS: 1971-1976
GRADES SERVED: Kindergarten
NO. OF PUPILS: Nonpublic 220
NO. OF SCHOOLS: 5
NO. OF EMPLOYEES: Professional 3, Paraprofessional 10, Clerical 0
CURRENT BUDGET: Regular $128,000, Summer None, Total $128,000
SERVICE PROVIDED: Project children receive instruction in English language and readiness skills three hours per day.
EVALUATION TEAM: Marion Kaplan, Larry Aniloff*, Camilla Grigsby

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OBSERVED ACTIVITIES

The ESL-R project was fully implemented as intended. Centers were located in five schools which had high percentages of Spanish-speaking children. Each center was staffed by a teacher and two bilingual aides.

The classes were generally divided into small groups for instruction in English-language-readiness skills. The centers used various readiness programs made available by the project. In addition to the specific readiness programs, informal development of English language skills was stressed. The pupils also received training in perceptual, motor, and mathematics-readiness skills.

The teachers used both English and Spanish as instructional languages. The amount of English increased as the year progressed.

A written report was sent to each pupil's parents describing the child's functioning in the perceptual, motor, mathematics-readiness, and English-language-readiness skill areas.

The Santa Clara Inventory of Developmental Tasks was added to the instructional program in the five schools. It was used to assess pupil competency in areas such as language development, auditory memory and perception, and conceptual development.

ATTAINMENT OF OBJECTIVES

Objective 1: Project pupils will develop their readiness skills to the extent that 60% of them attain a raw score of 17 or more on Part 4 (Aural Comprehension) of the Stanford Early School Achievement Test (SESAT) administered in May.

The objective was not attained. The criterion score, applied to Part 4 of the SESAT, was the mean score obtained in 1974-1975 by pupils in District 5, in which four of the project's five centers are located.

The test was administered to 143 five-year-old project pupils in May 1976. Although the mean score was 19, only 73 of the pupils (51%, not the specified 60%) attained the criterion score of 17 or higher.

Objective 2: Project pupils will improve their English language skills to the extent that there will be a significant gain ($p<.05$) from September pretest to May posttest on the Elementary School Speaking Test in English and Spanish (English subtest).

The objective was attained. The English subtest of the Elementary School Speaking Test was administered to 147 five-year-old project children in September and May. The mean pretest score was 30.3; the mean posttest score was 43.3. The 13-point gain was statistically significant beyond the .05 level.

IMPACT

The ESL-R project was fully implemented and was successful in helping Spanish-speaking children develop their English language and readiness skills.

Pupils in the project made significant gains in improving their English language skills as measured by the English subtest of the Elementary School Speaking Test. However, the project did not attain its readiness-skills objective. The mastery score of 17 or higher on Part 4 (Aural Comprehension) of the SESAT was achieved by 51% (less than the expected 60%) of the pupils. Nevertheless, the project pupils' mean score of 19 was higher than the mean score of all pupils in District 5.

ENGLISH TO SPEAKERS OF OTHER LANGUAGES

Abstract

ADMINISTRATOR: Eleanor Sandstrom
HEADQUARTERS: Room 300, 21st Street and Parkway
TELEPHONE: 299-7791
PBRS CODE: 611-02-551
OPERATING YEARS: 1966-1976 (Originally English as a Second Language)
GRADES SERVED: PK-12
NO. OF PUPILS: 2,180
NO. OF SCHOOLS: 31
NO. OF EMPLOYEES: Professional 59, Paraprofessional 6, Clerical 2
CURRENT BUDGET: Regular $831,000, Summer $25,000, Total $856,000
SERVICE PROVIDED: Teaching English to speakers of other languages.
EVALUATION TEAM: Robert M. Offenberg, Bob Epstein, Carlos Rodriguez-Acosta

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OBSERVED ACTIVITIES

The project's intended mode of operation was implemented. Early in the year, the project staff completed revision of the ESOL Screening Test, which measures comprehension and speech production. The test has been used in conjunction with teacher judgment in admitting pupils into the program. More than 3,600 pupils in schools having at least one teacher funded by the Title I ESOL project were screened this year. Of these, 2,667 pupils were deemed in need of service. Also deemed in need of service this year were 672 pupils who were tested last year and in 1975-1976 were attending a school having at least one teacher funded by Title I ESOL.

The current computerized ESOL file contained 45 pieces of information about 12,000 pupils, of whom 3,339 were currently enrolled in Title I schools and listed as needing service in 1975-1976.

Wide variation was found in the language groups served, the length of instruction, and class size. More than 85% of the public school pupils were getting service consistent with the Pennsylvania Department of Education's recommendation of either 2½ hours of ESOL daily or bilingual education. One of the challenges faced by the project in 1975-1976 was posed by a large influx of Vietnamese and Laotian speakers.

An evaluator observed 32 classes in 36 visits to project schools. The facilities being used by all but three of the classes were rated by the evaluator as excellent or adequate. The Test of Aural Comprehension (TAC), a curriculum-based test for pupils in Grades 3-12 developed in 1974-1975, was revised and administered to 1,040 pupils in the schools which had at least one teacher of English funded by Title I.

ATTAINMENT OF OBJECTIVES

Objective 1: Pupils in the ESOL project for longer periods of time will show greater competence in the understanding of spoken English as measured by the Test of Aural Comprehension, administered in March 1976. A regression equation will show a statistically significant relationship ($p<.10$) between test score and the length of time a pupil has studied in ESOL, when sex, mother tongue, age, and length of residence on the mainland are controlled.

This objective was attained. The TAC was administered to all pupils present on the test date who studied English with a teacher paid by Title I funds. (Pupils at participating schools who studied their mother tongue with a Title-I-supported teacher but studied English with a teacher supported by LEA supplemental funds were not included.) The test was administered in April and May to 1,040 pupils. The necessary background information for performance analysis was available for 225 pupils in Grades 3-12 who completed Form A of the test and for 386 pupils in these grades who completed Form B.

Multiple regression analysis indicated, for both TAC-A and TAC-B, a positive relationship between test score and length of time in ESOL that had greater statistical significance than the specified .10 level. This meant that pupils' scores did in fact increase with continued participation in ESOL, to an extent beyond that which could be expected from the pupils' background and their living in an English-speaking environment without studying ESOL.

Objective 2: Pupils newly enrolled in the project will show increased facility in speaking English, as demonstrated by a statistically significant gain ($p<.10$) in score on the 1975-1976 edition of the ESOL Screening Test between October and May.

This objective was attained. At the end of the school year, 39% of all pupils who were tested scored at least one instructional level higher on the speaking section of the ESOL Screening Test than they had when screened; 54% remained at the same instructional level; 7% went down one level. According to the sign test, the upward trend had greater statistical significance than the specified .10 level.

Objective 3: Project staff and project evaluators will establish and maintain a computer file (compatible with the School District's Pupil Directory System to permit long-term follow-up) on every pupil served by the project. Beginning in Fall 1975, the file will provide project schools with information regarding their non-English-dominant pupils.

This objective was attained. Early in the fall of 1975, teachers were supplied with information about 6,600 pupils tested the previous year. Teachers used

this information to begin to organize their classes. Teachers and supervisors administered a revised screening test to each pupil whose first language was not English, for whom no previous screening information was received. More than 3,600 screening tests were administered to pupils in Title I schools between October and February.

At the end of the year, teachers were asked to verify the level of service provided this year, record the level of ESOL service they expected each pupil to need in 1976-1977, and add information about any pupils they were serving who did not appear on the list. This information was to be made available for the organization of ESOL classes in Fall 1976.

Objective 4: Project staff will formalize the procedures to be used in determining the transfer of pupils from ESOL to the regular school program. These procedures will be developed and disseminated to ESOL teachers and school administrators by December 1975.

This objective was not attained. The project staff found that the task of developing an appropriate set of guidelines, cognizant of the pupil's age, proficiency in ESOL and the regular classroom, standardized test scores, recommendations of the ESOL and regular classroom teachers, and the existence of other remedial programs was far more complex than had been anticipated.

The project staff has started to develop a "scope and sequence" analysis of language competencies which takes age into account. Use of TAC scores to predict pupils' readiness to return to regular classroom is being explored. In two schools, ESOL pupils completed the California Achievement Tests. Project staff and evaluators have begun analyzing these results to enable development of a procedure which identifies pupils no longer in need of ESOL.

IMPACT

The project was implemented according to plan, and attained both of its instructional objectives--pupil growth in ability to understand and produce spoken English. These language skills were the main focus of the project.

Observations by the evaluation team showed that the previous years' problem of many pupils receiving less than the suggested minimum amount of instruction was being resolved. A substantial increase in the number of observed pupils who received instruction in their mother tongue was a major element in the resolution.

Substantial progress was made in the screening procedures adopted this year. Continued effort was found to be needed in (a) assuring that every pupil entitled to service actually receives the appropriate amount and type of service, and that

the bulk of the screening is completed early in the school year, (b) improving the procedures by which school personnel can get additional teachers and classroom space when the number of pupils to study ESOL warrants it, and (c) developing, through careful consideration of complex issues, criteria so that the mainstreaming of ESOL pupils can be systematized.

FOLLOW THROUGH (ESEA TITLE I COMPONENT)

Abstract

ADMINISTRATOR:	Leontine D. Scott
HEADQUARTERS:	Room 510, 21st Street and Parkway
TELEPHONE:	299-7659
PBRS CODE:	611-01(02)-699, 611-01(02)-511, 611-14-748
OPERATING YEARS:	1968-1976
GRADES SERVED:	K-4
NO. OF PUPILS:	13,161
NO. OF SCHOOLS:	44
NO. OF EMPLOYEES:	Professional 116, Paraprofessional 419, Clerical 11
CURRENT BUDGET:	Regular $5,119,000, Summer $335,000, Total $5,454,000
SERVICE PROVIDED:	Seven of the 22 Follow Through models are represented in Philadelphia, each model-sponsor contracted to provide staff-development and consulting services for implementation of a specific instructional approach. Special funding is provided to develop effective levels of parent involvement and special supportive medical, dental, psychological, social, and nutritional services for pupils.
EVALUATION TEAM:	Thomas McNamara, Judith Goodwin, James Welsh, Arne Lukshus, Janice Atkins

OBSERVED ACTIVITIES

The intended mode of operation overall in the regular program was partially implemented. The Bank Street Model was well implemented in 1975-1976. The Behavior Analysis Model continued to function well also, particularly in two of the three schools; the third school was affected by some sponsor-consultant scheduling problems. Implementation in the Bilingual Model, through better sponsor support, was considerably improved over past years; however, one school continued to have serious problems with implementation. The EDC Model's implementation, though good overall, was affected by some theoretical disagreements regarding the appropriate form of emphasis on the basic skills. Improved scheduling of home visits by parent educators continued to produce better implementation in the Florida Parent Model. The two models using the Philadelphia Process instructional approach (Parent Implemented and Philadelphia Process) also showed improvements in implementation, due especially to better articulation of responsibilities among instructional specialists, expediters, principals, and classroom staff.

The parent-involvement component was again very well implemented overall; policy advisory committees (PACs) were active and the model-management system functioned smoothly. The combination of inflationary costs and retention of funding

levels from the previous year again affected the supportive services component most severely; prolonged negotiations to effect contracts again resulted in lack of services at the beginning of the school year. (Because one school did not submit the requested report forms, statements in this report about the attainment of Objectives 11-17--supportive services and parent involvement--are based on data from 17 schools instead of 18.)

The expansion program, already adversely affected by a "freezing" of Title I funds the previous year, experienced another long "freeze" period this year, which hampered the hiring of necessary staff in Grade 1 and the purchase of required instructional materials. By the end of the year, the project had attained satisfactory implementation in kindergarten, but first-grade implementation, attempted for the first time this year, was not fully satisfactory. Among various approaches, a local adaptation of the Bank Street curriculum and method ("Option 4") was the best implemented.

ATTAINMENT OF OBJECTIVES

Pupil Achievement

Objective 1: In the February 1976 citywide administration of the Stanford Early School Achievement Test (SESAT), all kindergarten pupils in each of at least five of the seven models in the regular program, and in at least 3/4 of the schools in the expansion program in each district, will obtain mean raw scores in the Letters and Sounds and Mathematics subtests that fall within the same national pupil stanine as those obtained by the total kindergarten group in the same models and schools on the SESAT administered in February 1975.

This objective was attained. Five of the seven models and 3/4 of the expansion schools scored at least as high as the same national stanine in these kindergarten subtests in 1976 as in 1975; a number of models and schools had higher stanines in 1976 than in 1975.

Objective 2: In the February 1976 citywide administration of the SESAT, all kindergarten pupils in each of at least five of the seven models in the regular program, and in at least 3/4 of the schools in the expansion program in each district, will obtain mean raw scores in the Letters and Sounds and Mathematics subtests that are significantly higher ($p<.05$) than those obtained by the total kindergarten group in each district in which the respective models and schools are located.

This objective was not attained. Only 2 of the 7 models and 6 of the 29 expansion schools had scores significantly higher than their respective total districts on these kindergarten subtests.

Objective 3: In the February 1976 citywide administration of the California Achievement Tests (CAT), all first-grade pupils in each of at least four of the seven models in the regular program, and in at least 2/3 of the schools in the expansion program in each district, will obtain mean Achievement Development Scale Scores (ADSSs) in Vocabulary or Total Reading, in Computation or Total Mathematics, and in Total Language or Spelling that fall within the same national pupil stanine as those obtained by the total first-grade group in the same models and schools on the CAT administered in February 1975.

This objective was attained. The same-stanine expectation was met by six of the seven models, and by more than 3/4 of the expansion schools. First graders in a number of the models and schools scored in higher stanines in 1976 than in 1975.

Objective 4: In the February 1976 citywide administration of the CAT, all first-grade pupils in each of at least four of the seven models in the regular program, and in at least 2/3 of the schools in the expansion program in each district, will obtain mean ADSSs in Vocabulary or Total Reading, in Computation or Total Mathematics, and in Total Language or Spelling that are significantly higher ($p<.05$) than those obtained by the total first-grade group in each district in which the respective models and schools are located.

This objective was not attained. Of the 7 models, 3 met the criterion, and among the 29 expansion schools, 6 exceeded their respective districts' first graders in a reading score, 11 in a mathematics score, and 8 in a language score.

Objective 5: In the February 1976 citywide administration of the CAT, all second-grade pupils in each of at least four of the seven models in the regular program will obtain mean ADSSs in Comprehension or Total Reading, in Concepts & Problems or Total Mathematics, and in Total Language or Total Battery that fall within the same national pupil stanine as those obtained by the total second-grade group in the same models on the CAT administered in February 1975.

This objective was attained. Second graders in four of the seven models scored at least as high as the same national stanine in 1976 as in 1975 in each of the three test areas. A number of models were in higher stanines in 1976 than in 1975.

Objective 6: In the February 1976 citywide administration of the CAT, all second-grade pupils in each of at least four of the seven models in the regular program will obtain mean ADSSs in Vocabulary or Total Reading, in Computation or Total Mathematics, and in Total Language or Spelling that are significantly higher ($p<.05$) than those obtained by the total non-Follow-Through (national comparison school) second-grade group in each district in which the respective models are located, and by all second graders in each district in which the respective models are located.

This objective was not attained. Only one model met the criterion with regard to non-Follow-Through schools, and only two met it in comparison with all second graders in their respective districts. However, no less than two models scored significantly higher than either reference group in any of the six test areas.

Objective 7: In the February 1976 citywide administration of the CAT, all third-grade pupils in each of at least four of the seven models in the regular program will obtain mean ADSSs in Comprehension or Total Reading, in Concepts & Problems or Total Mathematics, and in Total Language or Spelling that are significantly higher ($p<.05$) than those obtained by the total third-grade group in the same models in February 1975.

This objective was attained. Third graders in four of the seven models met the criterion of scoring significantly higher in 1976 than in 1975 in at least one reading, one mathematics, and one language test area.

Objective 8: In the February 1976 citywide administration of the CAT, all third-grade pupils in each of at least three of the seven models in the regular program will obtain mean ADSSs in Comprehension or Total Reading, in Concepts & Problems or Total Mathematics, and in Total Language or Spelling that are significantly higher ($p<.05$) than those obtained by the total non-Follow-Through (national comparison school) third-grade group, and by all third graders, in each district in which the respective models are located.

This objective was considered partially attained. Two models met the criterion with regard to non-Follow-Through schools and two models met it in comparison with their respective districts' third graders.

Objective 9: In the February 1976 citywide administration of the CAT, all fourth-grade pupils in each of at least four of the seven models in the regular program will obtain mean ADSSs in Comprehension or Total Reading, in Concepts & Problems or Total Mathematics, and in Total Language or Total Battery that are significantly higher ($p<.05$) than those obtained by the total fourth-grade group in the same models in February 1975.

This objective was attained. Fourth graders in four of the seven models met the criterion, scoring significantly higher in 1976 than in 1975 in each of the three test areas.

Objective 10: In the February 1976 citywide administration of the CAT, all fourth-grade pupils in each of at least three of the seven models in the regular program will obtain mean ADSSs in Comprehension or Total Reading, in Concepts & Problems or Total Mathematics, and in Total Language or Total Battery that are significantly higher ($p<.05$) than those obtained by the total non-Follow-Through (national comparison school) fourth-grade group, and by all fourth graders, in each district in which the respective models are located.

This objective was partially attained. Three of the seven models met this criterion with regard to non-Follow-Through schools, but only two of the models met it in comparison with their respective districts' fourth graders.

Supportive Services and Parent Involvement

Objective 11: The executive policy advisory committee (PAC) at each school will involve at least 15 other parents monthly in committee work to plan parent activities, and will work jointly with at least two community-action groups on projects during the school year. Information regarding these activities is to be drawn from PAC minutes and reported by each school quarterly on forms supplied by the Follow Through Evaluation office.

This objective was partially attained by the project as a whole. The criteria were fully met at 9 of the 17 Follow Through schools that reported, and partially met by 6 schools. Two schools did not meet either criterion.

Objective 12: At least 10% of the parent population for each school will attend an on-site open PAC meeting or a districtwide or citywide PAC meeting monthly; at least 20% of each school's parents will attend a Follow-Through-related meeting or affair monthly; and at least 70% of the parents in each school will attend one school meeting or affair during the school year. Schools will provide pertinent information quarterly on forms supplied by the evaluation unit.

This objective was not attained by the project as a whole. The criteria were not fully met at any of the 17 Follow Through schools that reported. However, they were partially met at 10 schools where at least one of the three criteria was fully met and at least 50% of the required percentage on the other two criteria was met.

Objective 13: In each school there will be at least one hour of parent volunteer time monthly to match the number of children in the program. Information to be supplied as for Objective 12.

This objective was not attained by the project as a whole. The criterion was fully met at 1 of the 16 Follow Through schools that reported regarding this objective. It was partially met at 4 schools where between 0.5 and 0.7 volunteer hours per pupil were provided monthly. The criterion was not met at 11 schools.

Objective 14: In each school 100% of the total enrollment will receive at least the type of screening for medical problems that is provided by school health services; no less than 80% of those pupils referred for medical assistance will be treated by either contracted or noncontracted services arranged by Follow Through personnel. Information to be provided as for Objective 12.

Attainment of this objective could not be determined in 1975-1976 because school health staff were assigned special additional responsibilities regarding the inoculation of children, and therefore were unable to regularly complete the Follow Through data forms related to this objective.

Objective 15: In each school 100% of the total enrollment will receive at least the type of screening for dental problems that is provided by school health services; no less than 80% of those referred for dental care will be treated through contracted or noncontracted services arranged by Follow Through personnel. Information to be provided as for Objective 12.

Attainment of this objective could not be determined in 1975-1976 because the inhibiting factors noted under Objective 14 had a simultaneous effect on the evaluation team's efforts to secure dental information.

Objective 16: In each school at least 80% of those pupils referred for psychological services will be examined by either contracted or noncontracted agencies; either treatment or consultation for 100% of those examined will be provided by contracted or noncontracted agencies arranged by Follow Through personnel. Information will be provided as for Objective 12.

This objective was not attained by the project as a whole. The criteria were fully met at 3 of the 17 Follow Through schools that reported. They were partially met at 8 schools where at least one of the criteria was fully met; 4 of these schools may have met both criteria, but they did not include treatment information in their reports. Six schools did not meet either criterion.

Objective 17: At least 85% of each school's families will be visited at least once during the school year by the Follow Through school-community coordinator; the coordinator or social worker serving the school will identify all families in need of social services and will be consistently engaged in helping at least 50% of these families to secure the services needed from agencies in the community. Information to be provided as for Objective 12.

This objective was partially attained by the project as a whole. The criteria were fully met at 8 of the 17 Follow Through schools that reported. They were partially met by the 9 other schools where at least one of the criteria was fully met. Three of the 9 schools may have met the criteria fully, but their reports did not include information for April and May.

Special Conditions

Objective 18: To insure that teacher-retention rates are sufficiently high to allow the required continuity of treatment within Follow Through, it is expected that the rate of teacher continuance in the program for the four-year span 1972-1973 to 1975-1976 will be at least 60%. Data will be secured from School District records.

This objective was attained. Across all models for the four-year span 1972-1976 there was a 65% teacher-retention rate, which exceeded the 60% criterion.

Objective 19: To insure that pupil-retention rates are sufficiently high to provide for the program's planned longitudinal effect, it is expected that the overall rate of pupil continuance for the four years 1972-1973 to 1975-1976 will be at least 60%. Data will be secured by regular updating of the Follow Through pupil file from the School District's Pupil Directory System.

Attainment of this objective could not be determined for this report. Its determination requires a complete update of the computerized individual pupil file, not yet accomplished by the Office of Data Processing. (Previous four-year spans, through 1971-1975, consistently showed pupil-retention rates of at least 60%.)

IMPACT

In the regular Follow Through program, the Bank Street Model was well implemented, the Behavior Analysis Model maintained a very high level of functioning in two of its three schools, and the Bilingual Model continued to improve in implementation in two of its three schools. The EDC Model was well implemented in general, but experienced some disagreement over the type of stress to be given to basic skills. The Florida Parent, Parent Implemented, and Philadelphia Process Models continued to show improvements in all areas of implementation.

In the expansion program, a "freezing" of Title I funds plagued implementation again, particularly affecting the newly introduced program operations in first grade. A local adaptation of Bank Street curriculum and method was the best implemented option at both the kindergarten and first-grade levels.

Seven of the 10 achievement objectives (focused on both regular and expansion programs) were at least partially attained. Fully attained were the five objectives having to do with maintenance of basic skill levels in Grades K-2 and improved performance over the previous year in Grades 3 and 4. The two objectives dealing with project pupils' performance in Grades 3 and 4 in comparison with that of district non-Follow-Through groups and total districts were partially attained. The three objectives not attained concerned comparative performance in Grades K-2 of project pupils and total districts. As in the past, the Bank Street and Behavior Analysis Models were the highest-achieving overall. In 1975-1976 the Philadelphia Process Model generally exceeded the Parent Implemented Model, which in the past had ranked third among the models in performance.

The parent-involvement component continued to be well implemented, although there was little consistent evidence of success on the criteria included in the three applicable objectives.

Inflation, combined with no increase in funding over the previous year, again contributed to lower levels of implementation of supportive services in 1975-1976. Performance data regarding medical and dental services were not consistently available to the evaluation team.

Teacher-retention rates remained more than high enough to insure program continuity. Pupil continuance rates, not yet available, were expected to remain at a level conducive to the program's intended longitudinal effect.

The regular program and the expansion program functioned well overall, in spite of funding problems. In the regular program, the highest-achieving models continued to be Bank Street and Behavior Analysis, followed in 1975-1976 by Philadelphia Process and Parent Implemented.

INSTITUTIONS FOR NEGLECTED AND DELINQUENT CHILDREN

Abstract

ADMINISTRATOR:	Lurlene Sweeting
HEADQUARTERS:	Room 204, 21st Street and Parkway
TELEPHONE:	299-7842
PBRS CODE:	611-05-587, 611-05-588
OPERATING YEARS:	1968-1976
GRADES SERVED:	K-12
NO. OF PUPILS:	1,295
NO. OF SCHOOLS:	20 Institutions
NO. OF EMPLOYEES:	Professional 2, Paraprofessional 0, Clerical 0 (Most personnel provided by respective institutions)
CURRENT BUDGET:	Regular $133,405, Summer $164,536, Total $297,943
SERVICE PROVIDED:	Each institution has its unique program suited to its specific goals, emphasizing remedial and/or tutorial instruction in reading and/or mathematics.
EVALUATION TEAM:	William E. Loue III, Judith Green Leibovitz*, Lisbeth Sorkin

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OBSERVED ACTIVITIES

During the regular school year, the project's intended mode of operation was fully implemented at four institutions, and partially implemented at **six.** Programs varied widely from institution to institution, and included educational activities integrated within the institution's regular school day and tutoring activities taking place during or after school. All these programs involved either professionals and/or highly qualified volunteers supervised by a specialist in the subject area. The student received instruction individually or in small groups.

Six institutions provided tutorial services. Four provided schooling on their campuses for children under their care. Both programs used Title I funds to provide instructional personnel, materials, and services that would otherwise be unavailable to their students.

In February 1976 the Pennsylvania Department of Education issued new program guidelines for Institutions for Neglected and Delinquent children. These guidelines were similar to those affecting other Title I projects and specified that (a) eligibility for participation in Title I programs for institutionalized children should be the same as for participation in Title I programs in the public schools, (b) each child receiving mathematics and/or reading instruction shall receive it for a minimum of one hour per week, (c) 75% of each program's budget must be spent on basic skills and 25% on other related activities, and (d) when a reading program is provided it will be supervised or conducted by a person certified as a reading specialist.

ATTAINMENT OF OBJECTIVES

Objective 1: Each institution which provides mathematics instruction in this project will provide it to its underachieving children from October to June for a minimum of two hours per week per child. Detailed logs of the duration and content of each session will be maintained.

This objective was considered partially attained because of late starting dates at three of the institutions. The late starting dates were related to procedural matters.

Objective 2: Each institution which provides reading instruction in this project will provide it to its underachieving children from October to June for a minimum of two hours per week per child. Detailed logs of the duration and content of each session will be maintained.

This objective was considered partially attained because of late starting dates at three of the institutions. The late starting dates were related to procedural matters.

Objective 3: Each institution which provides cultural trips in this project will provide for its disadvantaged children a minimum of one trip per month per child from October to June. Detailed logs indicating individual participants will be maintained.

This objective was not applicable because of midyear guideline changes emphasizing basic skills.

Objective 4: Students receiving at least five weeks of mathematics instruction in this project during the 1975-1976 school year will improve their basic mathematics skills to the extent that teachers using the Institution Skill Record for Mathematics at the end of the students' respective participation in the project will rate 75% of them as having gained additional knowledge of numeration, fractions, addition, subtraction, word problems, geometry, symbols, multiplication, division, mental computation, numerical reasoning, work problems, missing elements, money, measurement, and/or time.

This objective was partially attained. The 75% criterion was attained for numeration (83%), addition (95%), and subtraction (96%). It was not attained for fractions (65%) or word problems (57%). No instruction was reported for geometry, symbols, multiplication, division, mental computation, numerical reasoning, work problems, missing elements, money, measurement, or time.

Objective 5: Students receiving at least five weeks of reading instruction in this project during the 1975-1976 school year will improve their basic reading skills to the extent that teachers using the Institution Skill Record for Reading at the end of the students' respective participation in the project will rate 75% of them as having gained additional word-recognition, comprehension, oral reading, and/or study skills.

This objective was partially attained. The 75% criterion was attained for word recognition (89%) and oral comprehension (78%). It was not attained for spelling (70%). No instruction was reported for study skills.

IMPACT

Two types of programs emphasizing basic skills were provided to eligible institutional students: individualized and small-group instruction. The few institutions that did not begin their programs when scheduled had experienced delays due to procedural matters.

Both objectives dealing with students' gains in reading and/or mathematics skills were partially attained. The objectives addressing the length of time that programs would operate were partially attained. The objective about cultural trips was not applicable because of midyear changes in guidelines, to emphasize basic skills. Consequently, intended services were provided to eligible children in reading and/or mathematics, and many children receiving these services were reported to have gained at least some additional knowledge.

LEARNING CENTERS

Abstract

ADMINISTRATOR:	Shively Willingham
HEADQUARTERS:	Durham School
TELEPHONE:	732-3204
PBRS CODE:	611-02-541
OPERATING YEARS:	1966-1976
GRADES SERVED:	PK-12
NO. OF PUPILS:	1,890
NO. OF SCHOOLS:	9
NO. OF EMPLOYEES:	Professional 16, Paraprofessional 7, Clerical 0
CURRENT BUDGET:	Regular $366,525, Summer $13,000, Total $379,525
SERVICE PROVIDED:	In LC laboratories a discovery-oriented approach engages children in game-like activities designed to promote learning of mathematics and other basic skills. The Teacher-Parent Center provides curriculum and skill development to teachers, aides, administrators, and parents on released-time and volunteer-time bases.
EVALUATION TEAM:	Thomas J. Clark, Ethel K. Goldberg*, William F. Haggett

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OBSERVED ACTIVITIES

The Learning Centers (LC) project's intended mode of operation was fully implemented during 1975-1976. Discovery-oriented learning experiences were provided to approximately 1,000 pupils in Grades 1-8 in LC laboratories. Informal and formal observations were made at the eight general mathematics labs and three other specialized labs which focused on communications, industrial arts, and mathematics for handicapped pupils. Twenty-four observations in the mathematics labs, averaging 60 minutes each, were made by the evaluator using a 12-category observational checklist. The LC teaching approach, observed across all LC labs, was generally discovery-oriented, focusing on games and game-like mathematics instructional activities. LC pupils experienced an emotionally positive and physically stimulating environment, in which a flexible teacher encouraged pupil independence and self-selection of learning activities.

The Teacher-Parent Center, headquartered at the Durham School, hosted more than 6,000 visits from teachers, principals, supervisors, coordinators, paraprofessionals, and parents from more than 130 Title I schools and more than 25 Title I projects. Whole- and half-day workshop sessions, attended on released-time or volunteer-time bases, focused on participants' development of new mathematics, language-arts, and reading activities and teaching techniques to be used in classrooms.

A new adjunct of the T-P center, the Traveling Teacher Center, became operational at midyear. The new center visited eight schools, providing service to approximately 400 participating faculty members and administrators via special on-site staff-development sessions.

ATTAINMENT OF OBJECTIVES

Learning Center Laboratories

Objective 1: On the KeyMath Diagnostic Arithmetic Test administered in April 1976, pupils in Learning Center Laboratories will attain significantly higher ($p<.10$) scores in concept formation in mathematics than comparable groups of nonparticipating pupils.

This objective was fully attained. The KeyMath Diagnostic Arithmetic Test was administered by project teachers to a sample of 21 LC pupils, and to 21 non-LC pupils matched by 1975 California Achievement Tests Total Mathematics scores. The mean KeyMath score of the LC pupils was 141.4; of the non-LC pupils, 120.3. The difference of 21.1 points (correct responses) was statistically significant beyond the .10 level.

Objective 2: Pupils in Learning Center Laboratories, on the average, will gain at least one instructional level in total mathematics ability, as evidenced by 80% mastery on the respective levels of the Philadelphia Mathematics Evaluation Test administered in September 1975 and May 1976.

This objective was fully attained. On the Philadelphia Mathematics Evaluation Test, the average pretest-to-posttest gain for all LC pupils was 1.1 levels. Seventy-six percent of LC pupils gained one instructional level or more.

Objective 3: Pupils in the Douglass communications laboratory will demonstrate a proficiency in the use and techniques of media processes by producing a media product that, when shown to peer groups at Douglass, will communicate the major concepts that the creators of the media product intended. A sample of peer groups viewing the product will achieve a score of 50% on the Audience Information Test after being exposed to the media product.

This objective was fully attained. After viewing a television program describing the life of Martin Luther King, Jr. produced by a sixth-grade class in the Douglass School communications lab, pupils achieved an average score of 57% on the Audience Information Test. Seventy-two percent of the pupils achieved a score of 50% or more on the test.

Teacher-Parent Center

Objective 4: On the Teacher-Parent Center Survey form, teachers who have been voluntary participants in the Teacher-Parent Center for at least two years will report changes in their own understanding of the Learning Center approach as evidenced by classroom atmosphere, materials selection, teacher behavior, and pupil behavior.

This objective was fully attained. Of the 68 Teacher-Parent Center Surveys distributed, 38 (56%) were returned. The majority of respondents reported substantial increases in the depth and quality of their understanding of the LC teaching approach. As a result of their T-P center experiences, respondents indicated that they had made positive changes in the physical and psychosocial environment of their classrooms, encouraged pupils' own choice of instructional materials, added child-directed, discovery-oriented activities to their teaching repertoire, and succeeded in encouraging pupil independence and self-discipline as well as interest-based learning behaviors.

Objective 5: On the Teacher-Parent Center Survey form, teachers who have been voluntary participants in the Teacher-Parent Center for at least two years will indicate changes in their behavior in the affective areas of teacher-pupil interaction emphasizing more open and individualized approaches.

This objective was fully attained. Responses from the majority of teachers on the Teacher-Parent Center Survey, as described under Objective 4, indicated that they made positive changes in their interpersonal, social, and emotional interaction with pupils. In most cases, teaching styles changed from highly structured, exclusively cognitive approaches to more open, individualized approaches. Pupils' individual affective needs and socioemotionally-based learning styles were emphasized, and teachers experimented with various classroom activities to motivate pupils.

IMPACT

The Learning Centers project successfully implemented its two components, the Learning Center Laboratories and the Teacher-Parent Center. The project served thousands of pupils, teachers, administrators, paraprofessionals, and parents from almost every Title I school in the School District.

All project objectives were attained. LC pupils achieved mastery of basic mathematics skills and exceeded comparable nonparticipating pupils in mathematics concept formation. LC communications lab pupils demonstrated their proficiency at audiovisual communication by successfully conveying an informational message to peer groups via television.

Responses to the Teacher-Parent Center Survey indicated positive affective and behavioral changes by the participants. The large number of teachers, parents, paraprofessionals, and administrators who voluntarily sought assistance in the Teacher-Parent Center further indicated the success of this project component.

MEET THE ARTIST

(Abstract)

In the absence of funding approval for the year, the project was not operational during 1975-1976.

MOTIVATION

Abstract

ADMINISTRATOR:	Rebecca Segal
HEADQUARTERS:	Room 318, 21st Street and Parkway
TELEPHONE:	299-7800
PBRS CODE:	611-04-555
OPERATING YEARS:	1966-1976
GRADES SERVED:	10-12
NO. OF PUPILS:	3,100
NO. OF SCHOOLS:	11
NO. OF EMPLOYEES:	Professional 46, Paraprofessional 0, Clerical 12
CURRENT BUDGET:	Regular $830,500, Summer $23,000, Total $853,500
SERVICE PROVIDED:	Students receive 45 extra minutes of mathematics or English instruction daily, and attend various extracurricular events throughout the school year.
EVALUATION TEAM:	Joseph Meade

OBSERVED ACTIVITIES

The Motivation project was fully implemented in accordance with the intended mode of operation. Although the project's goals were the same at each site, each school stressed different ways of preparing students for college.

Students were block-rostered in their English and mathematics classes. In addition, they received five extra periods a week in mathematics or English. Students were provided with a counselor whose sole responsibility was the Motivation students. Tutoring was available in varying amounts at each site.

Along with curriculum enrichment, the project provided students with cultural enrichment. Students attended out-of-class events such as plays, operas, movies, and lectures, and were encouraged to watch educational shows on television and to participate in other individual activities.

ATTAINMENT OF OBJECTIVES

Objective 1: Motivation students will obtain significantly higher ($p < .05$) Total Reading scores on the California Achievement Tests than a comparable group of students chosen for the project but attending schools not eligible for Title I funds during the 1975-1976 school year.

This objective was attained. A sample of 88 12th-grade Motivation students had a mean GE score of 11.9. The 88 students in the comparison group had a mean GE score of 10.5. The difference of 1.4 GE was statistically significant at the .05 level.

Objective 2: Motivation students will obtain significantly higher ($p<.05$) Verbal scores on the College Board Scholastic Aptitude Test than a comparable group of students chosen for the project but attending schools not eligible for Title I funds during the 1975-1976 school year.

This objective was attained. A sample of 88 12th-grade Motivation students had a mean Verbal score of 338. The 88 comparison students had a mean Verbal score of 319. The difference of 19 points was statistically significant at the .05 level.

Objective 3: Motivation students will obtain significantly higher ($p<.05$) Mathematical scores on the College Board Scholastic Aptitude Test than a comparable group of students chosen for the project but attending schools not eligible for Title I funds during the 1975-1976 school year.

This objective was not attained. A sample of 88 12th-grade Motivation students had a mean Mathematical score of 349. The 88 comparison students had a mean Mathematical score of 333. Although the sample of Motivation students scored 16 points higher than the comparison group, the difference was not statistically significant at the .05 level (i.e., it could have been due to chance factors).

Objective 4: Motivation students will be accepted for admission at colleges and universities in significantly higher percentages ($p<.05$) than a comparable group of students chosen for the project but attending schools not eligible for Title I funds during the 1975-1976 school year.

This objective was attained. Of the 646 Motivation students in the 12th grade, 423 (65%) were accepted for admission to colleges and universities. Of the 236 students in the comparison group, 73 (30%) were accepted for admission to colleges and universities. The difference of 35 percentage points was statistically significant at the .05 level.

IMPACT

The project was fully implemented in 1975-1976. Motivation students were found to be reading at a higher level than a comparable group of non-Motivation students. Sampled Motivation students also scored higher on the Verbal and Mathematical subtests of the College Board Scholastic Aptitude Test than the comparison group. Project participants were accepted for admission to colleges and universities at significantly higher rates than a comparable group of non-Motivation students.

MULTIMEDIA CENTER

Abstract

ADMINISTRATOR:	Charles McLaughlin
HEADQUARTERS:	2901 W. Allegheny Avenue
TELEPHONE:	BA 5-1914
PBRS CODE:	611-06-615
OPERATING YEARS:	1968-1976
GRADES SERVED:	K-12
NO. OF PUPILS:	Nonpublic 9,063
NO. OF SCHOOLS:	48
NO. OF EMPLOYEES:	Professional 1, Paraprofessional 2, Clerical 1
CURRENT BUDGET:	Regular $124,000, Summer $11,000, Total $135,000
SERVICE PROVIDED:	The Multimedia Center provides a clearinghouse of instructional and audiovisual materials that are related to the curricular needs of Title I pupils and teachers.
EVALUATION TEAM:	Thomas J. Clark, Ethel K. Goldberg, William F. Haggett*

OBSERVED ACTIVITIES

The project was found to be fully implemented in accord with its intended mode of operation.

The Multimedia Center had 1,875 pieces of audiovisual and other instructional materials available for loan. Additionally, 1,747 pieces of equipment such as 3M secretaries, record players, typewriters, and cassette player/recorders were permanently housed in individual schools.

Teachers were able to request materials on a weekly basis. Circulation periods for materials ranged from one week to a semester.

Support service was provided in the form of in-service training for paraprofessional aides and for pupils in the Cadet Corps. Twenty-two aides and 127 pupils participated in the three-hour training sessions.

ATTAINMENT OF OBJECTIVES

Objective 1: During the current school year, the Multimedia Center will provide audiovisual and other instructional materials that are related to the curricular needs of educationally deprived pupils. It is expected that 35% of the materials will be used on a weekly basis as measured by the Multimedia Center Evaluation Survey.

This objective was attained. Project records indicated that 6,863 requests for materials were filled. Teachers requesting materials between September and December 1975 were asked to complete the Multimedia Center Evaluation Survey, and 1,647 surveys were returned. Analysis indicated that 3,131 requests were filled. Usage was heaviest in the primary grades, and in reading and social studies. Respondents indicated that 44,888 Title I pupils were served (an average of 27.3 pupils per piece of material requested).

Materials were used to supplement, reinforce, and introduce lessons. While these materials were on loan in the schools, 74% were used daily, 22% weekly, and 4% monthly.

Objective 2: During the school year, the coordinator of the Multimedia Center will provide each new paraprofessional aide with a minimum of 2½ hours of in-service training in the classroom use of audiovisual and other instructional materials. An activity log of the training will be maintained by the coordinator.

This objective was attained. The coordinator's log showed that all 22 new paraprofessional aides received three hours of in-service training. Training areas included the proper operation and care of audiovisual equipment, and teaching techniques for use with audiovisual equipment. Of the 22 aides, 20 reported being very satisfied with the quality of their training.

Objective 3: During the school year, the coordinator of the Multimedia Center will provide sixth-grade pupils selected by their schools for participation in Cadet Corps with a minimum of 1½ hours of training in the use of audiovisual hardware. An activity log of the training will be maintained by the coordinator.

This objective was attained. As new members of their respective schools' Cadet Corps, 127 pupils in Grades 4-8 in 30 schools received in-service training. The average session lasted three hours and included training in the use of audiovisual hardware.

IMPACT

The Multimedia Center was designed to provide audiovisual and other instructional materials and support services to Title I schools. During the school year, materials were provided to participating schools and integrated into ongoing classroom instruction.

All project objectives were attained. During the school year, 6,863 requests for materials were filled. While on loan, 74% of the materials were used daily and 22% weekly. In-service training was provided for 22 paraprofessional aides and 127 pupils.

Project records indicated that teachers were using the materials with Title I pupils (an average of 27.3 pupils per piece of material requested). Since not all requests could be filled, it was suggested that stocking a greater number of the newest and most frequently requested materials might enable the Multimedia Center to serve more pupils with greater efficiency and frequency.

OUT-OF-SCHOOL SEQUENCED SCIENCE EXPERIENCES

Abstract

ADMINISTRATOR: Fred M. Hofkin
HEADQUARTERS: Room 319, 21st Street and Parkway
TELEPHONE: 299-7771
PBRS CODE: 611-02-653
OPERATING YEARS: 1967-1976
GRADES SERVED: 6
NO. OF PUPILS: Public 700, Nonpublic 420
NO. OF SCHOOLS: 29
NO. OF EMPLOYEES: Professional 0, Paraprofessional 0, Clerical 0
(Instructional personnel provided by Franklin Institute)
CURRENT BUDGET: Regular $38,000, Summer None, Total $38,000
SERVICE PROVIDED: Project brings sixth graders from pairs of schools having pupil populations of different racial, religious, ethnic, and socioeconomic backgrounds to the Franklin Institute for one day a week over a six-week cycle. Pupils attend workshops and lecture-demonstrations in physical and biological science, and participate in guided tours of various museum exhibits, lunch, and relevant afternoon field trips. Four cycles are scheduled per school year.
EVALUATION TEAM: Thomas J. Clark, Ethel K. Goldberg*, William F. Haggett

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OBSERVED ACTIVITIES

The project's intended mode of operation was fully implemented. Conducted in the Franklin Institute museum and classrooms, the project provided a variety of learning experiences to interracially and interculturally paired sixth-grade pupils deficient in knowledge and understanding of basic physical and biological science concepts and basic language-arts and mathematics skills. Title-I-eligible pupils from eight public and nonpublic schools were involved in each of four similar six-week cycles. Through the integrated use of discovery workshops, hands-on activities, lecture-demonstration-discussions, museum exhibitions, and relevant field trips, Franklin Institute instructors exposed pupils to in-depth treatment of topics in electricity, water, air, motion, light and color, and use of the microscope on plants and animals.

After each lesson, instructors used science work sheets to reinforce basic language-arts and mathematics skills. Work sheets required pupils to define scientific words, describe equipment and experiments, explain scientific phenomena, and conceptualize science principles. Application of basic mathematical operations to science problems was also required. At the end of each cycle a six-page magazine containing stories, opinions, and drawings by pupils describing their experiences in the project was published and distributed to all participants.

The evaluator's observations during more than 20 visits over four cycles confirmed home-school teachers' and Institute instructors' opinions that the project was well organized, educationally relevant, stimulating, and involving. Because of the new definition of Title I eligibility resulting from the August 1975 court order, participating pupils experienced some difficulty with reading and understanding of some instructional materials. In response, science materials were revised at midyear to better match participants' reading and cognitive levels. Although a few incidents of intraschool and interschool misbehavior occurred, home-school teachers successfully resolved them.

ATTAINMENT OF OBJECTIVES

Objective 1: At the end of six days of instruction (one day per week over a six-week period) at the Franklin Institute, pupils from one selected learning cycle will demonstrate improved knowledge and understanding of selected basic concepts of physical and biological science as measured by the Franklin Institute Science Achievement Test. Statistically significant ($p<.05$) pretest-to-posttest mean score gains will be accepted as evidence of meaningful progress.

This objective was fully attained. The Science Achievement Test, a 27-item criterion-referenced mastery test, was administered by Institute instructors to 250 third-cycle pupils in the first and sixth weeks of their participation. Pupils' mean gain of 4.3 points from pretest (12.3) to posttest (16.6) was statistically significant beyond the .05 level. This indicated that the project was effective in transmitting basic science facts and concepts to pupils. Because the 1975-1976 participants were on a lower achievement level than previous years', the similarity in gain (pupils gained 4.5 points, from 12.6 to 17.1, in 1974-1975) demonstrated the project's success with pupils at different levels of achievement.

Objective 2: During each six-week cycle, pupils of different socioethnic and racial backgrounds will exchange ideas and show an attitude of cooperative work relationships measured by the Social Interaction Observational Checklist so that the number of positive interactions will be at least nine times the number of negative interactions.

This objective was fully attained. The evaluation team used data from a home-school teacher questionnaire and Institute instructors' reports, in addition to the observational checklist.

The majority of pupils were found to interact in an increasingly positive way with pupils from the racially, ethnically, and/or culturally different paired school. Observational checklist data indicated that the number of positive interactions was 13.8 times the number of negative interactions, exceeding the criterion. In most observed verbal and nonverbal contacts, pupils worked and played cooperatively, freely revealing their feelings and ideas, and accepting those of others.

Home-school teacher and Institute instructor responses also indicated that the majority of interschool contacts were positive. There were some reports of negative interactions, which teachers believed to be a result of low achievers' frustration with the reading and cognitive levels of materials.

Objective 3: During each six-week cycle all pupils will have been provided with science-content-based language-arts activities (including the completion of a minimum of six work sheets and the production of a science newsletter) as determined by a project-specific observational checklist and a teacher questionnaire.

The objective was fully attained. The evaluator's observations, survey responses from home-school teachers, and reports by Institute instructors indicated that oral and written language-arts activities concerning science topics were a central part of each session, and that pupils completed six work sheets each cycle. The best pupil essays and drawing contributions, selected from work sheets, were compiled and reproduced in a magazine which was distributed to all participants at the end of each cycle. Also, pupils were encouraged to express verbally the science principles they had discovered in their workshop experiences.

IMPACT

The project was well organized and fully implemented as planned. Its cognitive, social-interaction, and basic-skills objectives were attained.

The project allowed the gathering of pupils from diverse ethnic, racial, and socioeconomic backgrounds in the stimulating atmosphere of the Franklin Institute to explore science, reinforce basic skills, and interact socially in a positive, cooperative way. The evaluator's observations, test results, and with a few exceptions, favorable reports by home-school and Institute teachers showed that the project was effective in accomplishing its purposes. Teachers almost unanimously praised the project's utilization of the unique features of the Franklin Institute to enrich their pupils' cognitive and sociocultural experiences.

SCHOOL-COMMUNITY COORDINATOR

Abstract

ADMINISTRATOR:	George Green
HEADQUARTERS:	Room B-3, Stevens School
TELEPHONE:	MA 7-1282
PBRS CODE:	611-17-505
OPERATING YEARS:	1966-1976
GRADES SERVED:	PK-12
NO. OF PUPILS:	Public 97,055, Nonpublic 9,000
NO. OF SCHOOLS:	140
NO. OF EMPLOYEES:	Professional 4, Paraprofessional 195, Clerical 2
CURRENT BUDGET:	Regular $1,898,000, Summer $22,000, Total $1,920,000
SERVICE PROVIDED:	The project employs community residents to work with school children, students, parents, and school staffs, satisfying needs, transmitting information, promoting mutual understanding, and encouraging participation between the school and the community.
EVALUATION TEAM:	Arnold Escourt, Carrolyn Iwamoto, Fleta B. Waters*

OBSERVED ACTIVITIES

The School-Community Coordinator (SCC) project's intended mode of operation was fully implemented. The evaluation team conducted half-day case studies of 26 SCCs and interviewed 13 other SCCs. These case studies and interviews involved 32 schools. The evaluators found that all SCCs provided services to Title I students by (a) having regular in-school contacts with children, (b) maintaining a file of children eligible to receive services, (c) responding to requests from staff and principals for home-visit conferences with parents, (d) working with the community in projects of interest to students and their parents, (e) conducting cluster meetings for parents concerning children's needs, and (f) informing parents about the school and its services.

Case studies conducted with three area coordinators (ACs) indicated that they were coordinating the work of the SCCs. During the extended absence of one AC, the project director served the SCCs for whom the absent AC was responsible.

ATTAINMENT OF OBJECTIVES

Objective 1: To have each SCC hold a minimum of 75 out-of-school conferences including home visits each month relative to the needs of participating ESEA Title I students in the areas of attendance, basic skills and work habits, behavior, health, and general well-being. These conferences will emanate from school or self-initiated referrals. This will be verified by inspection of the monthly reports and Request for Service forms that will be maintained by the SCCs.

This objective was partially attained. During three sample months (November, January, and March) the average SCC held 73.2 out-of-school conferences. Inclement weather and illness were factors contributing to the difficulty in attaining the criterion.

Objective 2: To have each SCC have a minimum of 20 in-school contacts a month with participating ESEA Title I students relative to their needs. This will be verified by inspection of monthly reports that will be maintained by the SCCs.

This objective was fully attained. Monthly reports showed that the average SCC had 30.2 in-school student contacts per month for the three sample months. Students received advice and were referred to counselors when such referral was needed.

Objective 3: To have each SCC plan and execute a minimum of 10 cluster meetings a year (approximately one each month) for ESEA Title I parents or guardians relative to local school/family needs. This will be verified by inspection of monthly reports that will be maintained by the SCCs.

This objective was fully attained. SCCs' monthly reports showed that over the school year, the average number of parents' cluster meetings was 11. A wide variation existed among the SCCs as to the number of meetings they conducted.

Objective 4: To have the SCCs attend, as their schools' designated representatives, a minimum of one community meeting per month, related to the needs of their schools' participating ESEA Title I students. This will be verified by inspection of monthly reports that will be maintained by the SCCs.

This objective was fully attained. For the three sample months, reports showed that the average SCC attended two community meetings a month as the school's designated representative.

Objective 5: To have the project's area coordinators (ACs) assist and monitor the SCCs and act as another communication link between the school and the parents and guardians of participating ESEA Title I students. The ACs will also disseminate information to the SCCs and the community. This will be verified by inspections of monthly reports maintained by ACs.

This objective was fully attained. Eleven ACs, each assigned an average of 15 SCCs, visited their SCCs at least once a month. During three sample months--November, January, and March--the average AC made 26, 25, and 33 visits respectively. ACs assisted the SCCs by (a) helping them secure lists of children eligible for service, (b) helping them with new procedures for maintaining and filing Request for Service forms, (c) helping them plan and execute their schedules, (d) acting as resource persons, and (e) providing feedback and positive reinforcement. During the sample months, ACs attended an average of six community meetings and four cluster meetings, where they disseminated information and served as a communication link.

IMPACT

The project's intended mode of operation was fully implemented. The SCCs concentrated their services on Title-I-eligible students and their parents or guardians. They devoted primary attention to the attendance, basic skills and work habits, behavior, health, and general well-being of these students. The SCCs also acted as a communication link between the neighborhood school, the community, and local organizations.

Four of the five project objectives were fully attained. The average SCC sponsored 11 cluster meetings during the year. During three sample months, the average SCC had 30.2 in-school student contacts and attended two community meetings as the school's designated representative. However, the average SCC completed 73.2 out-of-school conferences per month instead of the expected 75.

Area coordinators visited their assigned SCCs at least once a month, and assisted them by providing information, answering questions, and checking records. The ACs also served as a key communication link between neighborhood schools, parents, the community, and local organizations.

SPEECH AND HEARING

Abstract

ADMINISTRATOR:	Charles McLaughlin
HEADQUARTERS:	2901 W. Allegheny Avenue
TELEPHONE:	BA 5-3033
PBRS CODE:	611-06-720
OPERATING YEARS:	1969-1976
GRADES SERVED:	K-12
NO. OF PUPILS:	525 (Weekdays); 98 (Saturday Clinic)
NO. OF SCHOOLS:	47 (Weekdays); 8 (Saturday Clinic)
NO. OF EMPLOYEES:	Professional 9, Paraprofessional 0, Clerical 0
CURRENT BUDGET:	Regular $132,000, Summer None, Total $132,000
SERVICE PROVIDED:	In the weekday component, groups of four or five children with moderate-to-severe speech or hearing handicaps meet with a therapist for approximately 30 minutes once or twice weekly. In the Saturday clinic component, children unable to receive the services of the weekday component receive individualized and group therapy.
EVALUATION TEAM:	William E. Loue III, Judith Green Leibovitz, Lisbeth R. Sklar

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OBSERVED ACTIVITIES

During the 1975-1976 school year, the former Speech-Therapy Clinics project became a component of the Speech and Hearing project, which now consists of a weekday component and a Saturday clinic component. Both components were partially implemented in 1975-1976.

The weekday component was only partially implemented in that the expected number of staff members was not available to provide service for the entire school year. Instead of the expected eight therapists, six started service in September. Two of them went on extended leave in midyear. An additional therapist was hired in January to fill one of the original vacancies. Therefore, only four speech therapists maintained caseloads of approximately 100 children each for the entire school year. The ninth weekday-component position, a hearing therapist, remained vacant for the second consecutive year.

The caseloads of the four weekday speech therapists totaled 481 defective articulation and 44 stuttering pupils. Of the defective articulation pupils, 470 received 9,543 treatment sessions. The stuttering pupils received 915 treatment sessions. Groups of four or five children met for therapy once or twice weekly for approximately 30 minutes per session.

The project's Saturday component also was partially implemented. Two speech therapist positions remained vacant for the school year. At nine clinics located

throughout the School District, the eight Saturday therapists administered 1,251 therapy sessions to 87 defective articulation pupils, and 106 therapy sessions to 11 stuttering pupils. Each clinic provided small-group and individual therapy programs for pupils with defective speech.

ATTAINMENT OF OBJECTIVES

Weekday Component

Objective 1: Pupils receiving weekday therapy for the correction of defective sounds will experience correction of those sounds to the extent that there will be a statistically significant gain ($p<.05$) in mean score from their October pretest to their May posttest on the Templin-Darley Diagnostic Test of Articulation.

This objective was attained. The gains between respective mean pretest and posttest scores for the four therapist samples, and for the combined sample, both were found to be statistically significant at the .05 level.

Objective 2: At the completion of the project term, 70% of all project pupils receiving weekday therapy for stuttering will show a decrease in the severity and/or incidences of stuttering behaviors, as evidenced by ratings of at least "improved" by their respective therapists on the Stuttering Evaluation survey form.

This objective was attained. On the project's Stuttering Evaluation form, the therapists' ratings showed the expected 70% improvement rate for project participants.

Objective 3: At the completion of the project term, 20% of the pupils receiving weekday therapy for the correction of defective sounds and 15% of the pupils receiving therany for stuttering will be dismissed from further therapy with the note "dismissed corrected" recorded on either the Defective Articulation Summary form or the Stuttering Evaluation form.

This objective was partially attained. Using the project's Defective Articulation Summary and Stuttering Evaluation forms, therapists rated 24% of the defective articulation pupils and only 9% of the stuttering pupils as "corrected."

Objective 4: At the completion of the project term, 50% of all pupils receiving weekday therapy for defective hearing will show improvement in at least one of their defective auditory skills, as evidenced by the hearing specialist's rating of "improved" on the Hearing-Handicapped Summary form.

This objective was not applicable to the current year's evaluation because the position of hearing therapist remained vacant for the entire school year.

Saturday Clinic Component

Objective 5: Pupils receiving Saturday therapy for the correction of defective sounds will experience correction of those sounds to the extent that there will be a statistically significant gain ($p<.05$) in mean score from their October pretest to their May posttest on the Templin-Darley Screening Test of Articulation.

This objective was attained. The score gain of nearly 8 points between pretest and posttest was statistically significant at the .05 level.

Objective 6: At the completion of the project term, 20% of all project pupils receiving Saturday therapy for stuttering will show a decrease in the severity and/or incidences of stuttering behaviors, as evidenced by ratings of at least "improved" by their respective therapists on the Stuttering Evaluation survey form.

This objective was attained. Using the project's own Stuttering Evaluation form, clinic therapists rated as "improved" 45% of the pupils receiving therapy for stuttering.

Objective 7: At the completion of the project term, 15% of the pupils receiving Saturday therapy for the correction of defective sounds and 15% of the pupils receiving therapy for stuttering will be dismissed from further therapy with the note "dismissed corrected" recorded on either the Defective Articulation Summary form or the Stuttering Evaluation form.

This objective was attained. Using the project's Defective Articulation Summary and Stuttering Evaluation forms, clinic therapists rated 24% of the defective articulation pupils and 27% of the stuttering pupils as "corrected."

IMPACT

During the 1975-1976 school year, Speech and Hearing incorporated Speech-Therapy Clinics as a second component. Designed to serve eligible children with moderate-to-severe speech handicaps, the project was partially implemented because it was not fully staffed. All but one of the project's stated objectives were either fully or partially attained. The project was successful in correcting defective sounds, decreasing the severity and/or incidences of stuttering behaviors, and dismissing as corrected expected proportions of defectively articulating and stuttering pupils. The project's objective dealing with the hearing-handicapped was not applicable to the current year's evaluation because of the lack of a hearing therapist.

SUMMER SPECIAL EDUCATION

Abstract

ADMINISTRATOR:	Marechal-Neil E. Young
HEADQUARTERS:	1801 Market Street
TELEPHONE:	299-7248
PBRS CODE:	611-05-724
OPERATING YEARS:	1971-1976
GRADES SERVED:	K-12
NO. OF PUPILS:	800
NO. OF SCHOOLS:	10
NO. OF EMPLOYEES:	Professional 0, Paraprofessional 0, Clerical 0
CURRENT BUDGET:	Regular None, Summer $134,000, Total $134,000
SERVICE PROVIDED:	Summer instruction, therapy, and job coordination for special education students.
EVALUATION TEAM:	Marion Kaplan, Larry Aniloff

OBSERVED ACTIVITIES

In 1975-1976, the project's intended mode of operation was fully implemented. Approximately 525 students were enrolled in summer instructional programs for the emotionally disturbed, hearing-handicapped, orthopedically handicapped, retarded trainable, and visually handicapped. Average daily attendance ranged from 74% to 89%. With the exception of the vocational training workshops for retarded trainable students, all programs included enrichment activities. A total of 215 students participated in summer employment monitored by the citywide job coordinator.

ATTAINMENT OF OBJECTIVES

Objective 1: Summer regression of Orthopedically Handicapped students in the project will be controlled to the extent that in each of two areas (academic skills and social skills) 80% of students will maintain their acquired levels of development, as indicated by teachers' end-of-project ratings of students' progress.

The objective was attained.

Teacher ratings of the academic skills of students indicated that all of the students either improved or maintained their respective achievement levels. Of 137 orthopedically handicapped students rated in social skills, 18% improved and 81% maintained their levels.

Objective 2: At least two-thirds of the Orthopedically Handicapped students in the project will receive physical therapy and/or occupational therapy as verified by evaluators' inspection of teacher records.

The objective was attained.

The evaluator's inspection of teacher records indicated that 82% of the orthopedically handicapped students in the project received physical therapy and/or occupational therapy.

Objective 3: Summer regression of Visually Handicapped students in the project will be controlled to the extent that in each of three areas (academic skills, daily living skills, and handcraft activities) 70% of students will maintain their acquired levels of development as indicated by teachers' end-of-project ratings of students' progress.

The objective was attained.

Teacher reports indicated that 100% of the 45 students rated had at least maintained their acquired levels of development in academic skills.

All of the 45 students rated in daily living skills at least maintained their acquired levels of development. Teacher ratings indicated that all of the 45 students rated in social skills at least maintained their acquired levels of development.

Objective 4: Summer regression of the Trainable Mentally Retarded students in the project will be controlled to the extent that in each of two areas (vocational training skills and social skills) 80% of students will maintain their acquired levels of development as indicated by teachers' end-of-project ratings of students' progress.

The objective was attained.

Teacher ratings of 129 students' vocational skills indicated that 46% of the students improved and 53% maintained their achievement levels.

Of 129 students rated in social skills, 31% improved and 69% maintained their levels.

Objective 5: Summer regression of Emotionally Disturbed Retarded students in the project will be controlled to the extent that in each of two areas (academic skills and social skills) 50% of students will maintain their acquired levels of development as indicated by teachers' end-of-project ratings of students' progress.

The objective was attained.

Of 45 students rated in academic skills, 51% improved and 49% maintained their respective achievement levels. Teacher reports indicated that of 45 students rated in social skills, 60% improved and 33% maintained their skill levels.

Objective 6: Summer regression of Hearing Handicapped students in the project will be controlled to the extent that in each of two areas (academic skills and social skills) 50% of students will maintain their acquired levels of development as indicated by teachers' end-of-project ratings of students' progress.

The objective was attained.

Of 41 students rated in academic skills, 52% improved and 47% maintained their respective achievement levels. Teacher reports indicated that of 32 students rated in social skills, 53% improved and 41% maintained their skill levels.

Objective 7: The project's job coordinator will visit and/or otherwise contact each student job site to provide counsel to participating students and/or their employers as verified by evaluators' inspection of job coordinators' records.

The objective was attained.

Through 367 job-site visits and 23 telephone calls, the project's job coordinator provided counsel to participating students and/or their employers. These contacts were verified by evaluators' inspection of job coordinators' records.

Objective 8: At least 75% of the project's Mentally Retarded students employed during the summer months will maintain their jobs as verified by evaluators' inspection of job coordinators' records.

The objective was attained.

Through 367 job-site visits and 23 telephone contacts with employers, the job coordinator determined that 190 (88%) of the students maintained employement throughout the summer.

IMPACT

The Summer Special Education project offered exceptional students the option of continuing to receive the instructional and therapeutic services provided during the regular school year. Student progress reports indicated that all of the instructional and therapeutic programs were successful in maintaining and/or improving the students' achievement levels in academic, social, and vocational skills and in physiological therapy. The inclusion of enrichment activities in the programs for the orthopedically handicapped, hearing-handicapped, visually handicapped, and emotionally disturbed provided additional benefits for participating students. Through the summer job coordinator service, the project successfully provided support to employed retarded educable students.

WALNUT CENTER

Abstract

ADMINISTRATOR:	Frances Becker
HEADQUARTERS:	Room B-14, 21st Street and Parkway
TELEPHONE:	299-7934
PBRS CODE:	611-01-517
OPERATING YEARS:	1966-1976
GRADES SERVED:	PK-1
NO. OF PUPILS:	120
NO. OF SCHOOLS:	1
NO. OF EMPLOYEES:	Professional 7, Paraprofessional 7, Clerical 0
CURRENT BUDGET:	Regular $132,000, Summer $22,000, Total $154,000
SERVICE PROVIDED:	An educational program for preschool and first-grade children, and a child-care center for pupils up to Grade 6, emphasizing an individualized service as well as a program for promoting social growth in a racially mixed school environment.
EVALUATION TEAM:	William E. Loue III, Judith Green Leibovitz, Lisbeth R. Sklar*

OBSERVED ACTIVITIES

During the 1975-1976 school year, the intended mode of operation for Walnut Center (WC) was fully implemented. The center continued to provide primary school program services for two half-day preschool classes of three- and four-year-olds, two half-day kindergarten classes, and two first-grade classes during the regular school year.

The child-care program was organized to provide full-day care for one kindergarten and two prekindergarten classes. Two groups of school-age children attending other elementary schools came to WC before school, during lunch, and after school. Children enrolled in the child-care program received meals, snacks, and a planned program of educational and recreational activities.

The evaluator, using a formal observational checklist, made 22 visits to classrooms in October, February, and May. In the two first-grade classrooms, a very structured program emphasizing reading and mathematics was observed. Work sheets were used to reinforce skills as teachers worked with groups of pupils.

Preschool and kindergarten classes were taught in the open classroom mode, with instruction most often given to small groups or individuals. Widely varied materials were observed being used to teach reading readiness, mathematics skills, art, science, and social science.

The project maintained continual staff awareness of pupil needs and growth with the aid of a social service person, a psychiatrist, a psychologist, the school nurse, and a part-time speech therapist. Teacher aides and parent volunteers created a desirable adult/pupil ratio.

Walnut Center has been a racially and socioeconomically integrated school in past years. During the 1975-1976 school year, it had a racial mix of 74.2% black, 0.6% Oriental, and 25.2% other backgrounds. In both prekindergarten and kindergarten, the racial mix approximated 60% black and 40% white, a balance similar to that of previous years. However, first-grade records showed an 86% black and 14% white enrollment.

ATTAINMENT OF OBJECTIVES

Objective 1: Participating kindergarten children will develop readiness skills in reading and arithmetic to the extent that 50% of them will score at or above the 50th percentile on the Stanford Early School Achievement Test (SESAT) administered in February.

This objective was fully attained. On the SESAT, administered in February 1976 to the three kindergartens at the center, 93% of these 59 pupils had total scores at or above the 50th percentile. On each of the reading and mathematics subtests, at least 88% of the pupils scored at or above the national median.

Objective 2: Participating first-grade children will develop basic skills in reading and arithmetic to the extent that 50% of them will score at or above the 50th percentile on the California Achievement Tests (CAT-70) administered in February.

This objective was fully attained. On the CAT-70, administered in February 1976 to both first grades at the center, 95% of the 46 pupils had Total Reading scores at or above the national median, and 98% had Total Mathematics scores at or above the national median.

Objective 3: The center will provide medical, psychological, psychiatric, speech, and social service professional care to all participating pupils on an "as needed" basis, as indicated by school records and observations by the evaluation team.

This objective was fully attained. The center provided a complete program that attended to the medical and psychological needs of the pupils.

The full-time nurse organized the public health immunization program, talked to parents and faculty, performed audiometric, growth, and vision screening, made dental and speech referrals, and maintained complete records and a first-aid program. In addition, she coordinated and assisted the doctor with monthly visits and the physical examinations of all child-care and newly-admitted public school pupils.

The services of a psychiatric consultant were available through January. A psychologist did placement screening and worked with teachers on classroom management of specific children with adjustment problems. The social service person spent alternating weeks at the center making observations, conducting parent conferences, and making appropriate referrals. The part-time services of a speech therapist also were available.

IMPACT

Walnut Center was fully implemented, and effectively provided a high-impact program for preschool and first-grade pupils. The preschool programs maintained the racial balance that had become an integral feature of the project; this balance seemed not to exist in first grade.

A key community need for part-day and full-day child-care programs was met by providing children with services and experiences to aid their physical and intellectual growth. Attaining its cognitive and service objectives, Walnut Center continued to serve as an effective urban model of early childhood education.

YOUNG AUDIENCES

Abstract

ADMINISTRATOR:	Edwin Heilakka
HEADQUARTERS:	Room 316, 21st Street and Parkway
TELEPHONE:	299-7807
PBRS CODE:	611-02-514
OPERATING YEARS:	1974-1976
GRADES SERVED:	3-8
NO. OF PUPILS:	Public 1,000, Nonpublic 240
NO. OF SCHOOLS:	12
NO. OF EMPLOYEES:	Professional 0, Paraprofessional 0, Clerical 0
CURRENT BUDGET:	Regular $20,000, Summer None, Total $20,000
SERVICE PROVIDED:	Vocal, instrumental, and dance ensembles present a sequence of six musical programs to selected Title I elementary schools.
EVALUATION TEAM:	Arnold Escourt, Carrolyn Iwamoto, Fleta B. Waters*

OBSERVED ACTIVITIES

The Young Audiences project was implemented according to the intended mode of operation. Vocal, instrumental, and dance ensembles provided six correlated presentations to at least two classes in each of 12 schools. The musicians followed the program outlines sent to the schools prior to the presentations.

Using an observational checklist during on-site visits to programs, the evaluation team noted that the children were interested, understood the presentations, and were being actively involved with the lessons. Pupils were attentive, enthusiastic, and cooperative with the ensemble participants; however, they did not have the opportunity to ask questions at the conclusion of all performances.

ATTAINMENT OF OBJECTIVES

Objective 1: The project will provide a total of 135 classroom programs to ESEA Title I pupils in public and nonpublic schools with a minimum of 50 pupils attending each presentation. Pupils in Grades 3-8 will receive six correlated and interrelated presentations by ensembles of guest performers, each program reinforcing and adding new knowledge and information to the previous presentation.

This objective was considered attained. Increased personnel costs for musicians made it necessary to have only 132 classroom programs instead of the 135 that were planned. Pupils from Grades 3-8 in public and nonpublic schools experienced six correlated and interrelated programs by ensembles of guest performers. At least 50 Title-I-eligible pupils attended each presentation, which was planned to reinforce and introduce new knowledge to the previous presentations.

Objective 2: Perceptions of program impact will be determined by the responses to the Young Audiences Staff Questionnaire completed by principals and participating teachers. Eighty percent of those polled will indicate satisfaction with the program.

This objective was fully attained. All 50 respondents to the end-of-program Young Audiences Staff Questionnaire wanted to have the Young Audiences program return to their class or school next year. Forty-eight (96%) of the responding principals and participating teachers indicated that the overall quality of the performances in terms of musical content or knowledge was either "high" or "very high." Forty-five (90%) of the respondents indicated that pupils demonstrated high interest levels during the six performances.

Objective 3: 'Between pretests and posttests, participating pupils will significantly ($p<.10$) increase their knowledge of vocabulary, concepts of music, and quantitative relationships as measured by the Young Audiences Assessment Form.

This objective was fully attained. On the 25-item Young Audiences Assessment Form, the mean scores for a sample of 285 participating pupils for whom both scores were available were 12.7 on the pretest and 16.2 on the posttest. The gain of 3.5 points, statistically significant beyond the .10 level, indicated that participating pupils had indeed increased their knowledge of vocabulary, music concepts, and quantitative relationships.

IMPACT

The Young Audiences project was fully implemented. Six correlated musical classroom programs were presented to at least 50 Title-I-eligible pupils in each of 12 schools. The children were receptive to the programs.

All of the project's objectives were attained. Principals and staff were satisfied with the program, and children increased their overall knowledge of music as a result of receiving the presentations.